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ABSTRACT

A two-volume report of a survey to identify current school activities and interests in 16 program areas related to citizenship education in Pennsylvania is presented. These program areas include environmental studies, community members in the schools, citizen-related social and cognitive skills, law-related education, family life education (for students and parents), moral/ethical/values education, student involvement in school governance, student activities in the community, measures of social development, global education, analysis of the mass media, and inservice training on students' social development. Separate sections of the report discuss the purpose of the survey, questionnaire development, data collection, and results. The sample consisted of 327 elementary, junior, and senior high school principals who responded to a questionnaire. Results indicate that the single item of interest in all schools was involvement of community members in citizenship education programs. A majority of principals, however, reported that their schools are already conducting such activities. The need for conducting inservice workshops for staff on students' social development was also expressed at all levels. Other items of high interest included environmental education, moral/ethical/values education, and family life education on the high school level. Low interest items included global education, student activities in the community, and workshops on family life for parents of junior high school students. Volume II of the report contains statistical tables to which the text of Volume I refers. (KC)

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A SURVEY OF CITIZEN EDUCATION ACTIVITIES AND INTERESTS IN ELEMENTARY, MIDDLE/JUNIOR HIGH, AND SENIOR HIGH SCHOOLS IN PENNSYLVANIA

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FINAL REPORT

VOLUME 1: PURPOSE, PROCEDURES, AND RESULTS

Submitted to

National Institute of Education

by

SO 012 824

Research for Better Schools, Inc.
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July 31, 1978

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A SURVEY OF CITIZEN EDUCATION ACTIVITIES AND INTERESTS IN ELEMENTARY, MIDDLE/JUNIOR HIGH, AND SENIOR HIGH SCHOOLS IN PENNSYLVANIA:

FINAL REPORT

VOLUME 1: PURPOSE, PROCEDURES, AND RESULTS

Preface

In the spring of 1978, the Citizen Education component of Research for Better Schools, Inc. (RBS) conducted a survey of citizen education activities and interests in elementary, middle/junior high, and senior high schools in Delaware, New Jersey, and Pennsylvania. RBS carried out the survey in cooperation with the Department of Education in each state to obtain information about current practices and interests in citizen education.

The results of the survey, in conjunction with other information regarding student needs and school programs, will be used to further collaborative improvement efforts in citizen education in the tri-state region. These efforts will be coordinated with ongoing improvement programs in each state. RBS is working with the Department of Education and schools in each state to set goals, to define student needs, and to develop and implement model programs in citizen education in that state. RBS and a statewide citizen education planning group in each state will use survey information to coordinate model program development and to plan site research in citizen education. RBS will be working with educators, students, and community members to formulate citizen education programs for local sites that can ultimately be shared across the state. The citizen education survey will assist both the statewide planning effort and model program development at the local level in each state of the tri-state region.

RBS has prepared three survey reports, one report for each of the three states that participated in the survey. Each report consists of two volumes. The first volume describes the purpose of the survey, the procedures followed to conduct the survey, and the results of the survey in the given state. Appendices to the first volume contain documents related to conducting the survey in the state, in terms of exchanges with both the state Department of Education and the specific respondent population. Volume 2 of each report contains tables of data which report current citizen education activities and interests in elementary, middle/junior high, and senior high schools by school level, school enrollment size, and regional location.

Introduction

This section reports the conception of citizen education upon which the citizen education survey design was based, the purpose of the survey, and the major questions posed by the survey.

Conception of Citizen Education

Traditionally schools in the United States have fostered the development of good citizenship by conducting civics courses, American government classes, and observances of national holidays. Recently, however, with the emergence of renewed interest in citizen education, the field has taken on new dimensions. Practitioners, scholars, and citizens-at-large have recommended that content areas reflecting diverse societal concerns and needs be included in citizenship programs.

For example, a national task force co-sponsored by the Kettering Foundation and the Danforth Foundation recommended that citizen education programs include the study of constitutional rights and freedoms, the environment, ethical and moral values, and the interdependence of peoples (Education for Responsible Citizenship, 1977). Other authorities in the field have suggested the inclusion of such areas as law-related education, global perspectives education, multicultural studies, political behavior, and social action learning (Ramos, 1977). In 1976, participants at a national conference on education and citizenship sponsored by the U.S. Office of Education and the Council of Chief State School Officers added economics education and family life education to the content areas encompassed by citizen education (Education and Citizenship, 1977). A national survey of state education agencies' goals and practices identified further directions for citizen education such as community education, personal development, and consumer education (Blum, 1977).

In designing the citizen education survey, RBS studied the recommendations of these varied sources and focused on certain content areas and types of activities as being included in the most representative expression of the citizen education domain. The content areas included in this conception were: civics, community education, ecology, economics education, energy, environmental education, equity education, family education, global perspectives education, government, history, interpersonal skills, law-related education, moral/ethical/values education, multicultural education, organizational development, personal development, political participation, problems of democracy, social development, and social science.

In addition to the content areas listed above, various types of activities were viewed as integral to sound citizen education programs, viz., student action and participation in community life as well as parent and community member involvement in school affairs. From this perspective, the citizen education domain was conceived to encompass such activities as social action by students serving citizen interests, student participation in school governance, and the analysis of the impact of media on personal and social development, as well as family education programs for parents, bringing community members into the classroom, and involving parents and community members in policy development related to citizen education (Hill, 1978).

Thus, in designing and developing the survey, RBS incorporated both a content area dimension and varied types of classroom and school activities into the survey questionnaire. The section "Survey Questionnaire" and Appendix C report the particular content areas selected, the types of activities included, and the variety of topics covered in the survey design. These pieces reflect the conception of citizen education which underlies the survey and the project of which it is a part.

Purpose of the Survey

Given the above perspective, the purpose of the tri-state survey was to identify current school activities and interests in the program areas conceived of as part of citizen education. The survey focused on obtaining baseline information regarding the content and processes of citizen education activities within each school level, viz., elementary schools, middle/junior high schools, and senior high schools of all three states. The survey also investigated the degree of interest among schools in developing, or further developing, activities in the domain of citizen education.

Survey results, in conjunction with other information regarding student needs and school programs in citizen education, will guide a collaborative school improvement effort in Pennsylvania. RBS and the Pennsylvania Citizen Education Planning Group will use the results and other available information for planning model program development in citizen education and for coordinating citizen education projects with

Pennsylvania's statewide school improvement efforts.

Major Questions

For each content area and type of activity included in the domain of citizen education, the survey posed the following questions:

1. What citizen education courses, seminars, units, etc., have elementary, middle/junior high, and senior high schools conducted during the 1977-1978 school year?

2. How interested are elementary, middle/junior high, and senior high schools in developing, or developing further, citizen education activities?

Procedures

This section reports the procedures used to conduct the citizen education survey. It describes the survey sample, the questionnaire, data collection and data processing procedures, and outside reviews of survey procedures and materials.

Survey Sample

This section reports information regarding the nature of the sample, the random selection process, sample size, and the representativeness of the sample in Pennsylvania.

Nature of the sample. The population for the survey consisted of all elementary, middle/junior high, and senior high schools in Pennsylvania. RBS designated the school as the unit to be sampled because citizen education activities ordinarily occur at school and classroom levels. RBS designated the school principal as the survey respondent on the assumption that a school's chief administrator would have the most comprehensive knowledge of activities and interests operative at every level of the school organization.

RBS randomly selected samples to represent levels of schools classified as follows:

1. Elementary, i.e., schools housing grades K-6 or K-8.
2. Middle or junior high, i.e., schools housing grades 7-8/7-9.
3. Senior high--any school called "junior-senior high" or "senior high" and/or any school ending with high school graduation, i.e.,

schools housing grades 7-12, 9-12/10-12.

Random selection process. RBS randomly selected samples of schools within the elementary, middle or junior high, and senior high school levels from commercially purchased lists. The lists provided the names of school principals, school names, and school addresses for schools housing grades Kindergarten through 12 in the state of Pennsylvania. RBS purchased the lists in April, 1978, from the Curriculum Information Center, Inc., Denver, Colorado. The lists were updated as of March 2, 1978.

The random selection process involved the use of a random five-digit numbers table. The entry point in the table was determined by a series of draws of numbers from a hat. Once the entry point was determined, numbers in the table were used down columns, moving from the leftmost column on a page to the right and then to the following page. When the last page of the table was completed, readers turned to the first page to continue. The random numbers were used to locate a particular school and address as follows. A particular five-digit number in the table was divided into two two-digit parts. One two-digit part identified the page number in the list of schools, and the other part identified the particular school on the page. For each cycle through the table there was a different designation of which two of the five digits in the number served as page identifiers and which served as school-on-page identifiers.

Sample size. The number of schools to be included in each school level sample was determined by setting the desired precision in inferring from the samples to their respective populations. It was assumed that the presentation of quantitative results (e.g., the proportion or percent of schools indicating interest in a citizen education activity) would be precise enough with an interval of ±.10 or 10 percent, e.g., for a sample result of 35 percent, one could say that the percent for the population would very probably be between 25 and 45 percent. Using this level of precision and reasonably good information concerning the numbers of schools in the populations, RBS calculated the desired sample sizes. Table 1 presents this information.

The reason for the difference in the number of schools that RBS selected and the desired sample size was, of course, the expectation that there would be some non-respondents. As indicated in the section of this report that describes data collection procedures, RBS carried out follow-up steps to obtain as many respondents as possible. Table 1 reports response rates in Pennsylvania.

Tables A.1, A.2, and A.3 in Volume 2 of this report present the number of schools responding by school level and enrollment, the number of schools responding by school level and nature of region, and the number of respondents by school level and professional position respectively.

Representativeness of sample. The intent underlying the random selection of schools to which the questionnaire was initially mailed

TABLE 1

NUMBER OF SCHOOLS IN POPULATION AND IN SURVEY SAMPLE, AND PER CENT OF SCHOOLS RESPONDING, BY SCHOOL LEVEL

Group	School level			
	Elementary	Middle or junior high	Senior high	All levels
Estimated population	2700	580	620	3900
Desired sample	97	85	86	268
Selected sample	201	170	181	552
Responding schools[a]	105	119	103	327
Per cent response[b]	52.0	70.0	57.0	59.0

[a] Responses comprise the total number of completed questionnaires obtained by both mail and interview.

[b] This is computed as the number of responding schools as a percentage of the selected sample.

was an attempt to obtain results that could be claimed to be representative of the state. Because there was not 100 percent response to the questionnaire, the sample upon which the results are based is not a random sample. Responses of non-respondents, who amounted to from 30 percent in the middle/junior high school level to 48 percent[1] of the intended sample at the elementary school level, might be different from the responses the respondents gave in their answers to the questionnaire items. Thus, it should be noted, the obtained sample results may be biased, i.e., the results may not be representative of all schools in the state.

One dimension which is related to representativeness of the sample results is school size, the number of students enrolled in a particular school. Number of activities may be assumed to be related, within school level, to the size of a school; the larger the school, the greater the number of activities one can expect. To determine whether the sample obtained is representative of the state in terms of school size, statistical tests were conducted for each of the three school levels to compare the proportions of the obtained sample schools at various sizes with the proportion of all schools in the state at those sizes.[2] Table 2 presents the related proportions. At middle/junior high and senior high school levels, the statistical tests revealed that the distribution of school size in the obtained samples is similar to that in the state as a whole. At the elementary school level, however, the statistical test revealed a significant difference between the obtained sample and the state. There are proportionally more larger schools and fewer smaller schools in the obtained sample than in the state as a whole. A possible explanation for this condition is that if school size is related positively to the number of activities, principals of smaller schools may have been reluctant to respond with a report of no activities. If this is true, the reported results may be somewhat higher in terms of number of activities in the obtained elementary school sample than would be expected if the non-respondent schools had responded.

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[1] It is not unusual for the survey industry to accept 30 percent non-respondents in its own survey work (LoSciuto, 1978).

"Results," a later section of this report, presents statistics from the obtained sample. The reader should recognize that though the respondents were part of a random sample, and though there was a degree of representativeness by school size as indicated above, the representativeness of the sampled results is uncertain.

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[2] These comparisons were made using chi-square tests involving three to five school size categories as one dimension and sample versus state as the other dimension (Games & Klare, 1967, 502-517). The sample was considered similar to, and representative of, the state with regard to school size if the chi-square value had a probability of occurrence by chance that was greater than .20, which is a conservative decision-making probability level used in laboratory tests of mathematical models of psychological process (LoSciuto, 1978).

TABLE 2

PROPORTIONS OF SCHOOLS IN THE SURVEY SAMPLE AND IN THE STATE BY SCHOOL LEVEL AND ENROLLMENT

School level	Enrollment[a]	Proportion of schools	
		Survey sample	State
Elementary	500 or fewer	.60	.75
	501 - 750	.29	.17
	Over 750	.11	.08
Middle or junior high	500 or fewer	.20	.24
	501 - 750	.37	.32
	751 - 1000	.24	.22
	Over 1000	.18	.22
Senior high	750 or fewer	.28	.32
	751 - 1000	.24	.24
	1001 - 1500	.31	.25
	Over 1500	.17	.19

[a] Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

Survey Questionnaire

The survey questionnaire was designed to obtain information regarding current school activities and interests in citizen education as well as demographic information about the nature of the schools that participated in the survey. During the development of the survey, RBS tested and revised early versions of the questionnaire to improve its efficiency and effectiveness in eliciting information regarding citizen education.

This section describes the final version of the citizen education and demographic items[1] on the questionnaire, the format of the questionnaire, the pilot tests and subsequent revisions of the questionnaire, and reproduction of the questionnaire. Appendix A contains a copy of the survey questionnaire.

Citizen education items. The final version of the questionnaire contained 17 items about current citizen education activities and interests in elementary, middle/junior high, and senior high schools.

The first 16 items about citizen education are similar in content and format. As a group, they request information about current school courses, units, seminars, etc., and interests in the following content areas and types of activities included in the citizen education domain.

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[1] In this report, the term 'item' is used in place of the term 'question' for items 1 through 18 in the questionnaire.

Content Areas

1. Environmental studies, Item 1.

2. Multicultural education, Item 3.

3. Citizen-related social and/or cognitive skills, e.g., planning, decision-making, inquiry, critical thinking, Item 4.

4. Law-related education, Item 5.

5. American economic system, Item 7.

6. Family life and/or parenting (programs for students), Item 8.

7. Family life and/or parenting (programs for parents), Item 9.

8. Moral/ethical/values education, Item 10.

9. International relations and/or global perspectives, Item 14.

Types of Activities

1. Community members at school, Item 2.

2. Social action serving citizen interests, Item 6.

3. Student involvement in school governance, Item 11.

4. Student work-study/internship/volunteer activities in community agencies, Item 12.

5. Formal tests of students' social growth, skills and development, Item 13.

6. Critical analysis of mass media, Item 15.

7. Inservice education on students' social development, Item 16.

As a group, the content areas and types of activities listed above include the traditional focus of citizen education on civics and government as well as recently developed areas and interests in the field, e.g., political participation, environmental studies, values education. They cover the range of interests reported in the previous section, "Conception of Citizen Education." Some types of activities indicate the emphasis on action and community participation viewed as integral to citizen education. Two types of activities, namely, testing and inservice education on social development, reveal RBS' interest in using data-based, systematic processes for improving citizen education programs.

Each citizen education item, 1 through 16, contains three parts: (1) an initial question about current activities; (2) a few follow-up questions about current activities; and (3) a question about interest in developing activities in citizen education. Examples of items 1 through 16, namely, items 1 and 2, appear in Figure 1 and Figure 2. Item 1 is an example of an item that focuses on a particular content area. Item 2 is an example of an item that focuses on a particular type of activity. The following text describes the three parts of each item.

The first part of each item (1 through 16) asks whether or not the school currently either offers any non-required courses, seminars, units, etc., in a given content area or conducts a given type of activity. Instructions printed on the questionnaire ask the respondent to circle YES or NO in response.

The second part of each item (1 through 16) presents follow-up questions to be answered if the response to part one was YES. Part two (labeled "1a," "2a," "3a," etc.) contains the following questions about each given content area:

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Figure 1: Example of Citizen Education Content Area Item

Part One

ENVIRONMENTAL STUDIES

1. **In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to ENVIRONMENTAL STUDIES, e.g., sources and control of pollution, energy conservation, beautifying the environment, population and crowding.** ***Circle*** **YES** ***or*** **NO** ***below. If you answer*** **YES,** ***please make sure that you answer both item 1a and item1b.***

YES *Go on to both items 1a and 1b.* **NO** *Go on to item 1b.*

Part Two

1a.

Name the course(s), seminar(s) unit(s), etc., the school has conducted this year	What topics have pupils studied this year?	How often has the school conducted the course(s), unit(s), etc., this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

Part Three

1b. How interested are you in developing, or developing further, this subject area at your school? ***Circle one.***

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this subject area at my school.	Want to discuss needs and interests at my school that this subject area addresses.	Like to know more about this.	

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Figure 2: Example of Citizen Education Activity Item

Part One

COMMUNITY MEMBERS COME TO SCHOOL

2. In curricular or extracurricular programs, does your school currently invite COMMUNITY MEMBERS TO COME TO SCHOOL TO SPEAK OR WORK WITH STUDENTS ON TOPICS RELATED TO CITIZEN EDUCATION, e.g., a police officer reviews traffic and safety rules, a stock broker explains the stock exchange, an ecologist assists students with a conservation project? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 2a and item 2b.*

YES *Go on to both items 2a and 2b.* **NO** *Go on to item 2b.*

Part Two

2a.

What community members have come to school this year?	What topics have community members presented?	How often have community members come to school this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

Part Three

2b. How interested are you in developing, or developing further, this type of activity at your school? *Circle one.*

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this type of activity at my school.	Want to discuss needs and interests at my school that this type of activity addresses.	Like to know more about this.	

1. Name the course(s), seminar(s), unit(s), etc., the school has conducted this year.

2. What topics have pupils studied this year?

3. How often has the school conducted the course(s), unit(s), etc., this year?

4. In what grade(s) are the students?

5. Roughly, what percent of students within each grade participate?

In the second part of items that present types of activities rather than content areas, some of the follow-up questions differ for each type of activity. In item 2, which asks whether or not community members present citizen education activities at school, for example, one follow-up question asks "What community members have come to school this year?" In item 15, which asks whether or not students critically analyze mass media, one follow-up question asks "What issues have students analyzed this year?" Three additional follow-up questions are the same in all items which ask about types of activities:

1. How often has the activity occurred?

2. In what grade(s) are the students who participate?

3. Roughly, what percent of the students within each grade participate?

The third part of each item (labeled "1b," "2b," "3b," etc.) asks how interested the school is in developing, or further developing, a given type of citizen education activity or content area. The following response choices accompany items referring to citizen education content areas:

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this subject area at my school.	Want to discuss needs and interests at my school that this subject area addresses.	Like to know more about this.	

The following response choices accompany items referring to types of activities:

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this type of activity at my school.	Want to discuss needs and interests at my school that this type of activity addresses.	Like to know more about this.	

Instructions printed on the questionnaire ask each respondent to answer part one and part three of each item, 1 through 16. Respondents who answer YES to part one are also asked to respond to part two. The question format in part one and part three is closed; each part presents fixed response choices. These closed-ended questions provide uniform information about current activities and school interests in citizen education and facilitate data processing procedures. The format of all questions in part two is open-ended because it was assumed that school programs which offer the range of content areas or types of activities included in citizen education vary extensively. An open-ended format frees each respondent to report a variety of program information about each citizen education activity at his or her school.

Item 17 is the last item about citizen education on the questionnaire. It is an open-ended question which requests information about any other citizen education activities not previously reported. Item 17 asks, "What other citizen education activities, courses, units, etc., does your school currently conduct that you have not previously mentioned or described?"

Demographic items. The questionnaire contained four demographic items that seek information about the professional position of the respondent, the number of students enrolled at the school, the grades of the students who attend the school, and the nature of the region in which the school is located. The demographic items appear below:

18. Please provide the following information:
    - a. Your professional position: ____________________
    - b. Approximate number of students at your school: ____________________
    - c. Grade(s) of the students who attend your school: *Circle all that apply.*
      K 1 2 3 4 5 6 7 8 9 10 11 12
    - d. Is the region served by your school predominantly:
      ______ urban, ______ suburban, or ______ rural?

Format of the questionnaire. The questionnaire is formatted for self-administration by an individual respondent. The questionnaire contains an introduction which describes the purpose of the survey and gives examples of citizen education activities. Each citizen education item, 1 through 16, appears on a single page. The format of the items is consistent throughout the questionnaire. Instructions for responding are included with each part of each item. The last citizen education item, 17, and the demographic items are on the last page of the questionnaire.

Pilot tests of the questionnaire. RBS conducted two pilot tests of the questionnaire to determine its efficiency and effectiveness in eliciting information regarding current activities and interests in citizen education at elementary, middle/junior high, and senior high schools.

The principals of three elementary and two secondary schools participated in the first pilot test. Pilot test schools represented the school levels included in the survey sample, but were not part of the sample reported in this study. Student enrollment and the grades in the pilot test schools were:

Type of school	Number of students	Grades
1. Elementary school	400	K-5
2. Elementary school	300	K-5
3. Elementary school	265	Pre-K, K-5
4. Middle school	410	6-7
5. Senior high school	2500	10-12

An RBS staff member met each principal at his or her school and explained the purpose of the survey and the principal's role as a pilot test participant. During this meeting, each principal responded to the questionnaire.

On the average, principals completed the questionnaire in about 30 minutes. All the principals reported that the items were clearly presented. An analysis of the responses revealed that the items were effective in eliciting a broad range of program information regarding current citizen education activities and interests, but that there was some overlap among the content areas and types of activities to which the items referred. Also, respondents needed more space to record their replies.

As a result of the first pilot test, the following revisions were made in the questionnaire:

1. To eliminate overlap among the items, a few citizen education content areas and types of activities were combined with other content areas and activities similar in focus or nature. As a result, the number of citizen education items was reduced from 20 to 16.

2. Changes in the format of each citizen education item resulted in a separate, boxed response space for each follow-up question about a citizen education content area or type of activity, i.e., follow-up questions concerning the names of courses, seminars, etc., the topics that pupils have studied, the frequency of the activity, and the grades and percent of students who have participated.

3. To give further explanation to various degrees of interest in developing citizen education content areas and types of activities, RBS added definitions to the positions on the interest scale in each item,

"1b," "2b," "3b," etc., as follows:

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this type of activity at my school.	Want to discuss needs and interests at my school that this type of activity addresses.	Like to know more about this.	

Following the revisions described above, RBS conducted a second pilot test of the questionnaire to confirm its clarity and effectiveness. The principals of one elementary and two secondary schools participated in this second test. One of these pilot test schools was also randomly selected for the survey sample, but the other two schools were not. When processing survey results at a later date, RBS included the information provided by the pilot test school which was selected for the survey sample.

Student enrollment and the grades in the pilot test schools were:

Type of school	Number of students	Grades
1. Elementary school	300	Pre-K, K-6
2. Junior high school	860	7-8
3. Senior high school	1750	9-10

An RBS staff member met with each principal at his school and explained the purpose of the survey and the principal's role in the pilot test. During this meeting, each principal responded to the questionnaire.

On the average, principals completed the revised questionnaire in about 30 minutes. All the principals reported that the items were clearly presented. An analysis of the responses revealed that the revised questionnaire, in particular the structured response spaces, tended to yield more detailed information about school activities in citizen education. The second pilot test resulted in minor changes in the wording of three items on the questionnaire.

Following the second pilot test and additional in-house reviews, RBS added one more item to the questionnaire, namely, Moral/Ethical/Values Education. In earlier versions of the questionnaire, this content area was included in one item with other similar content areas. Since moral/ethical/values education is considered by many to be a major area of citizen education, a decision was made to elicit separate information concerning school practices and interests in this area (Bell, 1976; Fenton, 1977). This change increased the number of citizen education items from 16 to 17, the number in the final version of the questionnaire.

Questionnaire reproduction. RBS typeset and printed the survey questionnaire and prepared bound copies for distribution to elementary, middle/junior high, and senior high school principals. An identification number was stamped on the back of each questionnaire for data collection and data processing purposes. This procedure, i.e., numbering each questionnaire rather than recording school names or respondents' names on questionnaires, is in accordance with RBS' research policy to protect the confidentiality of survey information.

Data Collection Procedures

RBS carried out a four-stage data collection process to obtain information concerning current citizen education activities and interests in elementary, middle/junior high, and senior high schools. The next sections report each stage in the process including (1) initial contact with school principals, (2) the distribution of mail questionnaires, (3) follow-up procedures, and (4) the telephone interview process.

Initial contact with school principals. During the second week of April, 1978, RBS sent the principal of each school drawn for the sample a letter about the citizen education survey. Research on stimulating responses to mail questionnaires indicates that pre-contacting respondents before they receive a questionnaire appears to increase response rates (Linsky, 1975). The initial contact letter to principals identified RBS, and explained the purpose of the survey, survey procedures, and the role of school principals in the survey. The letter also pointed out that RBS was conducting the survey under a grant from the National Institute of Education and in cooperation with the Pennsylvania Department of Education. The letter indicated that each principal would receive a questionnaire in a few days. Appendix B contains a copy of the initial contact letter (Document 1).

Distribution of mail questionnaires. During the third week of April, 1978, RBS mailed a copy of the survey questionnaire to each of the selected schools' principals. RBS sent a cover letter with the questionnaire as well as a survey endorsement memorandum from Dr. Frank S. Manchester, Commissioner for Basic Education. RBS also enclosed a self-addressed, return envelope for each principal's use in returning the questionnaire to RBS.

The cover letter identified RBS, explained the purpose of the survey, noted the reasons for the identification number on the questionnaire, and provided instructions for filling out the questionnaire. Dr. Manchester's memorandum informed school principals that the Pennsylvania Department of Education was cooperating with RBS in the survey project, indicated that survey results would be used in planning future programs, and thanked the principals for their cooperation in completing the survey. Appendix B contains a copy of RBS' cover letter (Document 2) and Dr. Manchester's memorandum (Document 3).

Follow-up procedures. During April, May, and June, RBS kept a record of questionnaire returns and carried out follow-up steps to increase response rates.

As a first follow-up step, RBS mailed a postcard reminder to the principal of each school selected for the sample. The postcard requested the prompt return of the questionnaire, asked principals who had not received a copy of the questionnaire to contact RBS for a copy, and thanked principals who had already returned the questionnaire. Appendix B contains a copy of the postcard reminder (Document 4).

As a second follow-up step, RBS mailed a second copy of the questionnaire with a cover letter to those school principals who requested it.

The major follow-up step RBS then carried out was a telephone interview with principals who had not returned the mail questionnaire. The next section reports interview procedures which RBS carried out to increase response rates.

Telephone interview process. In May and June RBS staff interviewed mail non-respondent principals using essentially the same questions about citizen education that the mail questionnaire contained. This section reports the purpose of the interview process, the participants, and the activities that RBS carried out.

The major purpose of conducting interviews with these principals was to increase the number of respondents to the questionnaire and, thereby, make more precise the inferences from the sample to all the schools in the state. The participants in the interview process were a sample of those principals of elementary, middle/junior high and senior high schools who had not returned the questionnaire by mail. On the advice of a survey consultant, RBS randomly selected 50 mail non-respondent principals of elementary schools, 40 mail non-respondent principals of middle/junior high schools, and 45 mail non-respondent principals of senior high schools to be interviewed.

RBS carried out a number of activities to prepare for interviews with school principals. The activities included recruiting and hiring temporary interview personnel, designing interview materials and a training program for interviewers, and training interviewers to interview school principals in as bias-free a manner as possible. RBS prepared a telephone script and step-by-step instructions which interviewers used to establish contact with each principal, to schedule an interview, to ask survey questions, to obtain responses, and to report responses. RBS adapted the mail questionnaire for use during a telephone interview by adding introductory information, follow-up and probe questions, and transition statements between items on the questionnaire. RBS also changed the wording or phrases in some items, where necessary, to increase the clarity of the items.

Interview personnel conducted interviews with principals by telephone, using facilities at RBS. An interviewer called each principal and scheduled an interview appointment and then called back, or, if a principal agreed, an interviewer immediately conducted an interview. Interviews were completed in May and June. Since these are very busy months at the end of the school year, some principals did not wish to take the time to participate and refused to schedule an interview appointment. Some principals did not participate because they said that they had already returned the questionnaire by mail or that clearance from the central office in the school district was required before responding. Also, rather than participate in a telephone interview, several principals said that, if they had time, they would try to return the questionnaire by mail, or they requested that a second copy of the questionnaire be sent.

Further contact with school principals. RBS sent a thank-you letter to each school principal who returned a completed questionnaire.

The letter thanked the principal for taking the time to report citizen education activities and interests at his or her school. RBS also responded to requests from some principals for more information about RBS' work in citizen education by sending brochures and other printed information describing the activities of the Citizen Education component. In the future, RBS will be mailing a summary statement of survey results to each school principal who responded to the questionnaire.

Data Processing Procedures

This section describes data processing procedures carried out by RBS to analyze and report survey results. The procedures included coding responses to the questionnaire and analyzing the data through the use of appropriate computer programs. This section also discusses the precision of percents and means reported in this survey.

Coding. The purpose of coding was to convert responses to the items on the questionnaire to a form that could be analyzed through the use of a computer. This section describes the process that RBS staff used to code responses to the questionnaire.

RBS established a coding scheme for the following survey information: school number, state name, and data collection method; responses concerning school level, professional position of respondent, number of students enrolled at school, grades of students attending school, and nature of region in which school is located; and responses to all three parts of items 1 through 16. RBS staff assigned designated code numbers to each response on a questionnaire and then transferred assigned code numbers to IBM FORTRAN sheets in preparation for keypunching the data onto IBM cards. RBS used a double-check system throughout the coding process. That is, staff worked in pairs, and one person checked the work of a second person at every stage of the process.

Regarding items 1 through 16, for part one of each item, staff used a single digit to code "yes" and "no" responses as well as "no response" to the question about whether or not a school conducted or offered courses or activities in a given program area. For part two, staff counted and coded from 0 to 9 the number of school activities belonging to the content area or type of activity each item presented. For part three, staff coded the degree of interest in developing a given content area or type of activity by using a scale value from 4 for "very interested" to 1 for "not interested."

Since parts one and three of items 1-16 presented fixed response choices, a single numerical code was sufficient for reporting responses to these parts of each item. Part two, however, contained open-ended questions concerning current school activities and required, in addition to a numerical code, a set of rules that staff could follow to establish the number of activities belonging to each item. Therefore, to guide decisions regarding the number of activities belonging to each item, RBS prepared a list of topics that were to be counted and ones that were not to be counted for each item. The list was based on RBS' working definition of citizen education (Hill, 1978). Appendix C contains the list of topics for each item, 1-16. The next section (numbers 2 and 3 below) explains the use of the lists of topics.

To count and code responses to part two, items 1-16, staff carried out the following steps:

1. Staff first decided whether or not a given response to an item counted as an activity. To be counted as an activity, a response had to name a distinct course, program, unit, set of exercises, project, workshop, etc., that a school offered or conducted. RBS staff only

counted a response that named a separate, concrete entity. For example, the response "Environment and Man," the name of a course in the area of environmental studies, item 1, and the response "alternate energy project through architectural design," the name of a project in environmental studies, each named a separate, concrete activity. Staff counted and coded this set of responses as two activities. The response "our school teaches environmental science throughout the year in several different courses" did not name a separate, concrete entity and RBS did not, therefore, count the response as an activity a school conducted.

2. If a response did count as an activity, staff next decided whether or not the named activity belonged to the citizen education item where it was reported. To make each decision, staff referred to the list of topics to be counted and those not to be counted for each item. Each list names topics that belong and do not belong to each item and to the conception of citizen education which guided the development of the survey. For example, the list of topics for environmental studies, item 1, excludes such courses as general science, zoology, and biology from citizen education because science as science is not included in the citizen education domain (Hill, 1978). The topics "conservation," "pollution," and "beautification," on the other hand, are included because they suggest the study of ecological and social issues integral to the conception of citizen education on which the survey design was based. The list of topics for each item specifies the content areas and types of activities in citizen education that RBS reported in this survey.

3. If a named activity appeared to belong to citizen education but did not belong to the item where a school reported it, RBS staff reviewed the 16 citizen education items and the list of topics for each item to determine where an activity belonged. For example, the response to item 1, "students survey local energy use in the community" focuses on student activity in the community; it was judged to belong to item 6, "social action groups of students who initiate and carry out studies and activities serving citizen interests." Even though the response referred to "energy," a topic on the list for item 1, environmental studies, RBS counted and coded the response with item 6 because the response described student action that serves citizen interests in the community, the central theme of item 6.

RBS used the double-check process referred to previously to make all decisions regarding (1) counting a response as an activity, (2) deciding that a response belonged or did not belong to the citizen education item where it was reported, and (3) deciding to which item a response belonged. One person made an original judgment, and a second person reviewed and verified original judgments. Where there was a difference in judgment, a third party reviewed both positions and made the final decision.

Summarization of the data. The coded and punched data were analyzed using subprograms of the Statistical Package for the Social Sciences (SPSS), a package of computer programs intended for use in analysis of educational and other kinds of social data. Two of the

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package's subprograms, CROSSTABS and BREAKDOWN, were used for the analysis.

Essentially, the analysis computed for each item the number and percent of schools conducting a specified number of activities, and the number and percent of schools with a specified degree of interest in developing, or developing further, the kind of activities covered by each item. The analysis also computed the mean number of activities and the mean degree of interest for each item. Results were reported for school levels and for all levels combined.

For each of the sixteen items, the analysis first found how many activities each school conducted and then reported the number and percent of schools conducting no activities, or conducting from one up to nine or more activities. Since there were almost no schools conducting over nine activities for any one item, the category "9 or more" was set so as to include any school conducting more than nine activities. The number and percent of schools conducting a specified number of activities were reported separately for three levels (i.e., elementary, middle or junior high, and senior high) and for all levels combined. The mean, or average number, of activities was computed for each school level and for all levels combined. The calculation of this mean included schools which reported that they conducted no activities.

The analysis then found, for each of the 16 items, how many responding schools had checked a specified degree of interest in developing, or developing further, activities in the area covered by the item.

The number and percent of schools checking "very interested," "interested," "somewhat interested," and "not interested" were calculated, along with a mean interest value for each of three school levels and all levels combined. In computing the mean, the four possible responses were assigned values along a four-point scale, ranging from 4 for "very interested" to 1 for "not interested."

Precision of percents and means. The percents and means discussed above all refer to the results in the obtained samples of each of the three school levels. Of course, the results from these samples are intended to help in making decisions about schools in each of the school levels throughout New Jersey. How precise are these percents and means for estimating the respective percents and means in the state?

The percents reported in this survey should be within eight percentage points from the respective percents one would expect to find in the state as a whole.[1] That is, when considering a percent presented in the "Results" section of this report (e.g., 44 percent), the inference can be made that the percent of respondents in the entire state who probably would have answered in the same way should be no more than eight percentage points away from the percent presented (e.g., 44 ± 8 percent, or from 36 to 52 percent in the entire state).

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[1] This discussion of precision is based upon the statistical concept of confidence intervals (Games & Klare, 1967, 258-270). The confidence intervals used in this report are computed to provide for at least 95 percent confidence that the inferred value is within the bounds set by the limits of the interval.

The precision of the means reported in this survey must be determined for each mean on the basis of the "standard error of the mean" (SE) which is presented along with the mean. The means that one would expect to find in the state as a whole should be no farther from the sampled mean than two times the SE. That is, if the sampled mean is 2.0, and the SE for that mean is .2, then the state mean should be between 1.6 and 2.4. Because the SE may not be the same for any two means reported, the reader must compute the interval for each mean from the given SE for that mean in order to determine the bounds within which the state mean would occur.

Other analyses. Other analyses of the data were also performed for each item with respect to a school's level of enrollment and the nature of the region in which it is located.

Schools were asked to report the number of students attending their school. Five enrollment intervals were selected for categorizing schools: Fewer than 500 students, 501 to 750 students, 751 to 1,000 students, 1,001 to 1,500 students, and over 1,500 students. The analysis reported the percent of schools in each enrollment category, for each school level and for all levels, which conducted one or more activities. Both enrollment and the presence or absence of activities could be considered to be ordinal level variables. Thus, a non-parametric test of significance called Kendall's Tau C, designed to test for a systematic relationship between two ordinal-level variables, was computed for each school level and all school levels combined.

A similar procedure was used for the nature of the region. Schools were asked to report the nature of the region in which they were located, either urban, suburban, or rural. Since a few schools checked more than one category, a fourth category called "combination" was formed. Again the analysis found the percent of schools in each regional category which conducted one or more activities, by school level and all levels combined. A chi-square was computed to test whether a systematic relationship existed between the nature of the region and whether or not schools conducted activities for a particular item.

The mean degree of interest for each item was also computed in each enrollment and school level category, and in each region and school level category. A one-way analysis of variance was computed for each school level and all levels combined in order to test whether the means for the enrollment or region categories into which the data were broken were significantly different from each other.

Outside Reviews of Survey Procedures

RBS submitted a report on proposed survey procedures and copies of survey materials to three parties for review. The next sections report the participants, purposes, and outcomes of these reviews.

Pennsylvania Department of Education. RBS conducted the survey of citizen education in the tri-state region in cooperation with the Department of Education in each state. In Pennsylvania, Dr. Robert L. Schell, Bureau of Curriculum Services, serves as Chairperson of the State Citizen Education Planning Group which is cooperating with RBS in planning and developing citizen education improvement efforts. Dr. Schell assisted RBS with this survey by reviewing proposed procedures and survey materials, and by obtaining authorization from the Department for RBS to conduct the survey in elementary, middle/junior high, and senior high schools throughout the state. Appendix D contains a copy of the letter from Dr. Schell which authorizes RBS to carry out the survey in Pennsylvania.

Dr. Schell informed RBS by phone that the survey procedures and materials were satisfactory as proposed. He did recommend a change in one item on the questionnaire. He suggested changing the focus of item 1 from energy conservation to environmental studies so that the item incorporated conservation with other environmental concerns such as pollution, beautification, population, crowding, etc. As a result, the item would elicit information regarding current activities and interests in the larger content area of environmental studies. RBS carried out Dr. Schell's suggestion as proposed.

With regard to data collection procedures, Dr. Schell further assisted RBS by obtaining a memorandum for school principals from Dr. Frank S. Manchester, Pennsylvania Commissioner for Basic Education. The memorandum explained that the Department was cooperating with RBS on the survey project and would be using survey information in planning future programs in citizen education. RBS distributed a copy of Dr. Manchester's memorandum with the survey questionnaire to the principal of each school selected for the sample. Appendix B contains a copy of Dr. Manchester's memorandum to school principals (Document 3).

RBS Institutional Review Board. In accordance with RBS corporate policy, in April the Citizen Education component submitted a proposal concerning the citizen education survey to RBS' Institutional Review Board for the Protection of Human Subjects (IRB). The purpose of the review was to verify the adequacy of survey procedures and materials, especially with regard to maintaining the confidentiality of survey information and protecting subjects against unwarranted risk. The survey proposal described the purpose of the survey, the questionnaire, the sample, data collection procedures, and procedures for maintaining the confidentiality of information. The proposal included copies of proposed correspondence with school principals.

RBS proposed and carried out the following procedures to maintain confidentiality of survey information. Survey staff assigned an identification number to each school name on a master list of elementary, middle/junior high, and senior high schools selected for the survey sample, mailed a questionnaire marked with a corresponding number to each school, used the number on returned questionnaires in recording data collection progress, and maintained the master list of schools by number in a locked cabinet. RBS also explained the purpose of the number on the questionnaire in correspondence with school principals.

The IRB judged the risks to subjects responding to a mail questionnaire or telephone interview as minimal. On April 17, 1978, the IRB approved all survey procedures and materials as proposed. Appendix E contains a copy of the Certificate of Approval which the IRB issued for the citizen education survey.

Dr. Leonard LoSciuto, Director, Institute for Survey Research, Temple University, Philadelphia. Dr. Leonard LoSciuto, a specialist in survey research, has served as a technical consultant to the Citizen Education component for the survey. In this capacity, he reviewed all survey procedures and materials, including the survey sample, the questionnaire, data collection, and data processing procedures. The purpose of his reviews was to verify and/or improve the technical adequacy of intended procedures and materials.

With regard to the survey sample, Dr. LoSciuto was helpful in determining the sample size needed for precision in making inferences from the sample to the population. He also suggested minor revisions in the instructions for respondents, the format of follow-up questions, and the numbering system for items on the questionnaire. Dr. LoSciuto reviewed data collection procedures and materials for both the mail questionnaire and telephone interview process. He gave helpful suggestions regarding each stage in the data collection process and the letters that were sent to school principals. Dr. LoSciuto also contributed to the development of a telephone script for interviewers who were calling principals to collect survey information. With regard to data processing procedures, Dr. LoSciuto discussed several ways to deal with possible nonrespondent bias.

Dr. LoSciuto's review of survey procedures and materials led to improvements in the design of the sample, the questionnaire, and data collection and data processing procedures. His assistance helped to assure the technical adequacy of survey procedures.

Results

This section reports survey results concerning citizen education activities and interests at elementary, middle/junior high, and senior high schools in Pennsylvania. Following some information about the precision of percents and means reported in this study, the section presents survey results for each item, 1 through 16, and comparisons of results among the 16 items. Volume 2 of this report contains the tables to which the text in this section refers.

The percents and means reported in this study refer to the answers provided by those respondents within the obtained sample. It is anticipated that these results will probably be read as answers given by all the schools at that school level in the state. The results from the obtained sample, however, may be somewhat imprecise; the obtained sample value is more a general indication of the true statewide value than an exact indication. For further explanation, the reader should refer to the "Precision of percents and means" subsection in the "Procedures" section of this report.

Item 1: Environmental Studies

This section reports survey results concerning current activities and interests in environmental studies at elementary, middle/junior high, and senior high schools in Pennsylvania. Appendix C, Document 1, reports the topics which school activities in this content area cover.

The first part of Item 1, as it appeared on the questionnaire, is given below:

1. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to ENVIRONMENTAL STUDIES, e.g., sources and control of pollution, energy conservation, beautifying the environment, population and crowding?

Tables 1.1 through 1.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 1.1, Column 1, shows that 63.8 percent of the responding elementary schools reported that they conducted no activities in the area of environmental studies. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities in environmental studies which elementary schools reported was not significantly related to the number of students enrolled. Also, the number of activities in environmental studies which elementary schools reported was not significantly related to the nature of the region in which the schools are located.

Table 1.4, Column 1, reports the degree of interest among elementary schools in developing activities in the area of environmental studies: 20.4 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 39.8 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 8.2 percent said that they were "Not Interested."

The degree of interest among elementary schools in developing activities in environmental studies was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities in environmental studies was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 1.1, Column 2, shows that 56.3 percent of the responding middle/junior high schools reported that they conducted no activities in the area of environmental studies. Of those schools which reported that they did conduct activities in this area, most conducted one or two activities.

The number of activities in environmental studies which middle/junior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities in environmental studies which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 1.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities in the area of environmental studies: 20.5 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 33.9 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 4.5 percent said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities in environmental studies was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities in environmental studies was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 1.1, Column 3, shows that 37.9 percent of the responding senior high schools reported that they conducted no activities in the area of environmental studies. Of those schools which reported that they did conduct activities in this area, most conducted one or two activities.

The number of activities in environmental studies which senior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities in environmental studies which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 1.4, Column 3, reports the degree of interest among senior high schools in developing activities in the area of environmental studies: 21.3 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 37.2 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 13.8 percent said that they were "Not Interested."

The degree of interest among senior high schools in developing activities in environmental studies was not significantly related to the number of students enrolled. Also, the degree of interest among senior high schools in developing activities in environmental studies was not significantly related to the nature of the region in which the schools are located.

Comparisons among school levels. In general, it seems that a greater percent of elementary and middle/junior high than senior high schools conduct no activities in the area of environmental studies. The degree of interest in developing activities in this area is about the same in elementary, middle/junior high, and senior high schools.

Item 2: Community Members at School

This section reports survey results concerning current activities and interests in inviting community members to school to work or speak with students on citizen education-related topics at elementary, middle/junior high, and senior high schools in Pennsylvania. Appendix C, Document 2, reports the topics which activities of this type cover.

The first part of Item 2, as it appeared on the questionnaire is given below:

2. In curricular or extracurricular programs, does your school currently invite COMMUNITY MEMBERS TO COME TO SCHOOL TO SPEAK OR WORK WITH STUDENTS ON TOPICS RELATED TO CITIZEN EDUCATION, e.g., a police officer reviews traffic and safety rules, a stock broker explains the stock exchange, an ecologist assists students with a conservation project?

Tables 2.1 through 2.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 2.1, Column 1, shows that 21.0 percent of the responding elementary schools reported that they conducted no activities in which community members come to school to work or speak with students on citizen education-related topics. Of those schools which reported that they did conduct activities of this type, most conducted one, two, three, or four activities.

The number of activities in which community members come to school to work or speak with students on citizen education-related topics which elementary schools reported was not significantly related to the number of students enrolled. Also, the number of activities of this type which elementary schools reported was not significantly related to the nature of the region in which the schools are located.

Table 2.4, Column 1, reports the degree of interest among elementary schools in developing activities in which community members come to school to work or speak with students on citizen education-related topics: 33.0 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 47.4 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 5.2 percent said that they were "Not Interested."

The degree of interest among elementary schools in developing activities in which community members come to school to work or speak with students on citizen education-related topics was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 2.1, Column 2, shows that 32.8 percent of the responding middle/junior high schools reported that they conducted no activities in which community members come to school to work or speak with students on citizen education-related topics. Of those schools which reported that they did conduct activities of this type, most conducted one, two, three, or four activities.

The number of activities in which community members come to school to work or speak with students on citizen education-related topics which middle/junior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities of this type which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 2.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities in which community members come to school to work or speak with students on citizen education-related topics: 34.5 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 37.3 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 2.7 percent said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities in which community members come to school to work or speak with students on citizen education-related topics was not significantly related to the number of students enrolled.

The degree of interest among middle/junior high schools in developing activities in which community members work with students on citizen education-related topics was significantly related to the nature of the region in which the schools are located. The more urban the region, the higher the degree of interest the schools reported. Schools located in urban regions reported a higher degree of interest in developing

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activities of this type than schools located in suburban and rural regions, and schools in suburban regions reported a higher degree of interest than schools in rural regions. Table 2.6, Column 2, reports the mean degree of interest among schools in each region.

Senior high schools. Table 2.1, Column 3, shows that 24.3 percent of the responding senior high schools reported that they conducted no activities in which community members come to school to work or speak with students on citizen education-related topics. Of those schools which reported that they did conduct activities of this type, most conducted one, two, or three activities.

The number of activities in which community members come to school to work or speak with students on citizen education-related topics which senior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities of this type which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 2.4, Column 3, reports the degree of interest among senior high schools in developing activities in which community members come to school to work or speak with students on citizen education-related topics: 25.8 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 39.2 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 11.3 percent said that they were "Not Interested."

The degree of interest among senior high schools in developing activities in which community members come to school to work or speak with students on citizen education-related topics was not significantly related to the number of students enrolled. The degree of interest among senior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Comparisons among school levels. In general, it seems that a greater percent of middle/junior high than elementary and senior high schools conduct no activities in which community members come to school to speak or work with students on citizen education-related topics. About the same percent of elementary and senior high schools conduct no activities of this type. The degree of interest in developing activities of this type is about the same in elementary and middle/junior high schools and somewhat greater than the degree of interest in senior high schools.

Item 3: Multicultural Education

This section reports survey results concerning current activities and interests in multicultural education at elementary, middle/junior high, and senior high schools in Pennsylvania. Appendix C, Document 3, reports the topics which school activities in this content area cover.

The first part of Item 3, as it appeared on the questionnaire, is given below:

3. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, projects, seminars, units, etc., especially devoted to the study of the CULTURE AND CONTRIBUTIONS OF DIFFERENT ETHNIC AND RACIAL GROUPS IN OUR SOCIETY?

Tables 3.1 through 3.6 in Volume 2 of this report present the data tc which the following text refers.

Elementary schools. Table 3.1, Column 1, shows that 82.9 percent of the responding elementary schools reported that they conducted no activities in the area of multicultural educaton. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities in multicultural education which elementary schools reported was not significantly related to the number of students enrolled. Also, the number of activities in multicultural education which elementary schools reported was not significantly related to the nature of the region in which the schools are located.

Table 3.4, Column 1, reports the degree of interest among elementary schools in developing activities in the area of multicultural education: 12.9 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 44.1 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 14.0 percent said that they were "Not Interested."

The degree of interest among elementary schools in developing activities in multicultural education was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities in multicultural education was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 3.1, Column 2, shows that 67.2 percent of the responding middle/junior high schools reported that they conducted no activities in the area of multicultural education. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities in multicultural education which middle/junior high schools reported was not significantly related to the number of students enrolled.

The number of activities in multicultural education which middle/junior high schools reported was significantly related to the nature of the region in which the schools are located. The percent of schools located in urban and suburban regions which reported that they conducted one or more activities in multicultural education was about the same and greater than the percent of schools located in rural regions which reported that they conducted one or more activities in this area. Table 3.3, Column 2, shows the percent of schools in each region which reported that they conducted one or more activities in multicultural education.

Table 3.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities in the area of multicultural education: 15.7 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources. . . ," and 34.8 percent were "Interested, Want to discuss needs. . . ." Of the remainder, 14.8 percent said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities in multicultural education was not significantly related to the number of students enrolled.

The degree of interest among middle/junior high schools in developing activities in multicultural education was significantly related to the nature of the region in which the schools are located. Schools located in urban regions reported a higher degree of interest in developing activities in this area than schools located in suburban and rural regions. Schools located in suburban regions reported a slightly higher degree of interest in developing activities in this area than schools located in rural regions. Table 3.6, Column 2, reports the mean degree of interest among schools in each region.

Senior high schools. Table 3.1, Column 3, shows that 59.2 percent of the responding senior high schools reported that they conducted no activities in the area of multicultural education. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities in multicultural education which senior high schools reported was significantly related to the number of students enrolled. With the exception of schools in which enrollment size is 500 or fewer, as enrollment size increases, the percent of schools which reported that they conduct one or more activities in the area of multicultural education also increases. Table 3.2, Column 3, shows the percent of schools in each size category which reported that they conduct one or more activities in this area.

The number of activities in multicultural education which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 3.4, Column 3, reports the degree of interest among senior high schools in developing activities in the area of multicultural education: 13.7 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources. . . ," and 31.6 percent were "Interested, Want to discuss needs. . . ." Of the remainder, 20.0 percent said that they were "Not Interested."

The degree of interest among senior high schools in developing activities in multicultural education was not significantly related to the number of students enrolled.

The degree of interest among senior high schools in developing activities in multicultural education was significantly related to the nature of the region in which the schools are located. Schools located in urban regions reported a higher degree of interest in developing activities in multicultural education than schools located in suburban and rural regions. Schools located in suburban regions reported a higher degree of interest in development in this area than schools located in rural regions. Table 3.6, Column 3, reports the mean degree of interest among schools in each region.

Comparisons among school levels. In general, it seems that a greater percent of elementary than middle/junior high and senior high schools, and a greater percent of middle/junior high than senior high schools, conduct no activities in the area of multicultural education. The degree of interest in developing activities in this area is about the same in elementary, middle/junior high, and senior high schools.

Item 4: Citizen-Related Social and/or Cognitive Skills

This section reports survey results concerning current activities and interests in the development and study of citizen-related social and/or cognitive skills at elementary, middle/junior high, and senior high schools in Pennsylvania. Appendix C, Document 4, reports the topics which school activities in this content area cover.

The first part of Item 4, as it appeared on the questionnaire, is given below:

> 4. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study and development of CITIZEN-RELATED PROCESS SKILLS, e.g., a course on leadership, a unit on critical thinking, student debates on current issues, a set of exercises on planning or inquiry skills?

Tables 4.1 through 4.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 4.1, Column 1, shows that 88.6 percent of the responding elementary schools reported that they conducted no activities devoted to citizen-related social and/or cognitive skills. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities devoted to citizen-related social and/or cognitive skills which elementary schools reported was not significantly related to the number of students enrolled. Also, the number of activities in this area which elementary schools reported was not significantly related to the nature of the region in which the schools are located.

Table 4.4, Column 1, reports the degree of interest among elementary schools in developing activities devoted to citizen-related social and/or cognitive skills: 15.1 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources. . . ," and 29.0 percent were "Interested, Want to discuss needs. . . ." Of the remainder, 14.0 percent said that they were "Not Interested."

The degree of interest among elementary schools in developing activities devoted to citizen-related social and/or cognitive skills was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities in this area was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 4.1, Column 2, shows that 76.5 percent of the responding middle/junior high schools reported that they conducted no activities devoted to citizen-related social and/or cognitive skills. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities devoted to citizen-related social and/or cognitive skills which middle/junior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities in this area which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 4.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities devoted to citizen-related social and/or cognitive skills: 17.3 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources. . . ," and 38.2 percent were "Interested, Want to discuss needs. . . ." Of the remainder, 8.2 percent said that they were 'Not Interested."

The degree of interest among middle/junior high schools in developing activities devoted to citizen-related social and/or cognitive skills was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities in this area was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 4.1, Column 3, shows that 62.1 percent of the responding senior high schools reported that they conducted no activities devoted to citizen-related social and/or cognitive skills. Of those schools which reported that they did conduct activities in this area, most conducted one, two, or three activities.

The number of activities devoted to citizen-related social and/or cognitive skills which senior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities in this area which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 4.4, Column 3, reports the degree of interest among senior high schools in developing activities devoted to citizen-related social and/or cognitive skills: 17.2 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 32.3 percent were "Interested, Want to discuss needs. . . ." Of the remainder, 12.9 percent said that they were "Not Interested."

The degree of interest among senior high schools in developing activities devoted to citizen-related social and/or cognitive skills was not significantly related to the number of students enrolled. Also, the degree of interest among senior high schools in developing activities in this area was not significantly related to the nature of the region in which the schools are located.

Comparisons among school levels. In general, it seems that a greater percent of elementary than middle/junior high and senior high schools, and a greater percent of middle/junior high than senior high schools, conduct no activities devoted to the study or development of citizen-related social and/or cognitive skills. The degree of interest in developing activities in this area is about the same in elementary, middle/junior high, and senior high schools.

Item 5: Law-Related Education

This section reports survey results concerning current activities and interests in law-related education at elementary, middle/junior high, and senior high schools in Pennsylvania. Appendix C, Document 5, reports the topics which school activities in this content area cover.

The first part of Item 5, as it appeared on the questionnaire, is given below:

5. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study of INDIVIDUAL AND/OR PUBLIC LEGAL RIGHTS AND RESPONSIBILITIES IN A DEMOCRATIC SOCIETY, e.g., a course on civics, a unit on problems of democracy, a project on community history, etc., beyond requirements established by the state?

Tables 5.1 through 5.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 5.1, Column 1, shows that 81.0 percent of the responding elementary schools reported that they conducted no activities in the area of law-related education. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities in law-related education which elementary schools reported was not significantly related to the number of students enrolled. Also, the number of activities in law-related education which elementary schools reported was not significantly related to the nature of the region in which the schools are located.

Table 5.4, Column 1, reports the degree of interest among elementary schools in developing activities in the area of law-related education: 16.7 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 21.1 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 21.1 percent said that they were "Not Interested."

The degree of interest among elementary schools in developing activities in law-related education was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities in law-related education was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 5.1, Column 2, shows that 56.3 percent of the responding middle/junior high schools reported that they conducted no activities in the area of law-related education. Of those schools which reported that they did conduct activities in this area, most conducted one or two activities.

The number of activities in law-related education which middle/junior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities in law-related education which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 5.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities in the area of law-related education: 20.9 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 39.1 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 9.1 percent said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities in law-related education was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities in law-related education was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 5.1, Column 3, shows that 30.1 percent of the responding senior high schools reported that they conducted no activities in the area of law-related education. Of those schools which reported that they did conduct activities in this area, most conducted one, two, or three activities.

The number of activities in law-related education which senior high schools reported was significantly related to the number of students enrolled. With the exception of schools in the largest enrollment size category, as enrollment size increases, the percent of schools which reported that they conduct one or more activities in this area also increases. Table 5.2, Column 3, shows the percent of schools in each size category which reported that they conduct one or more activities in law-related education.

The number of activities in law-related education which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 5.4, Column 3, reports the degree of interest among senior high schools in developing activities in the area of law-related education: 18.6 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 39.2 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 13.4 percent said that they were "Not Interested."

The degree of interest among senior high schools in developing activities in law-related education was not significantly related to the number of students enrolled. Also, the degree of interest among senior high schools in developing activities in law-related education was not significantly related to the nature of the region in which the schools are located.

Comparisons among school levels. In general, it seems that a greater percent of elementary than middle/junior high and senior high schools, and a greater percent of middle/junior high than senior high schools, conduct no activities in the area of law-related education. The degree of interest in developing activities in this area is about the same in middle/junior high and senior high schools and somewhat higher than the degree of interest in elementary schools.

Item 6: Social Action

This section reports survey results concerning current activities and interests in organizing social action groups of students at elementary, middle/junior high, and senior high schools in Pennsylvania. Appendix C, Document 6, reports the topics which activities of this type cover.

The first part of Item 6, as it appeared on the questionnaire is given below:

6. In curricular or extracurricular programs, does your school currently organize or facilitate SOCIAL ACTION GROUPS OF STUDENTS WHO INITIATE AND CARRY OUT STUDIES AND ACTIVITIES SERVING CITIZEN INTERESTS, e.g., students survey community members on the use of energy resources at home, students plant trees in the community, students lobby at city hall on current issues, students establish a consumer complaint center and attempt to find redress for victims of alleged fraud?

Tables 6.1 through 6.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 6.1, Column 1, shows that 82.9 percent of the responding elementary schools reported that they conducted no activities devoted to social action. Of those schools which reported that they did conduct activities of this type, most conducted one or two activities.

The number of activities devoted to social action which elementary schools reported was not significantly related to the number of students enrolled. Also, the number of activities of this type which elementary schools reported was not significantly related to the nature of the region in which the schools are located.

Table 6.4, Column 1, reports the degree of interest among elementary schools in developing activities devoted to social action: 8.5 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 28.7 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 30.9 percent said that they were "Not Interested."

The degree of interest among elementary schools in developing activities devoted to social action was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 6.1, Column 2, shows that 74.8 percent of the responding middle/junior high schools reported that they conducted no activities devoted to social action. Of those schools which reported that they did conduct activities of this type, most conducted one or two activities.

The number of activities devoted to social action which middle/junior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities of this type which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 6.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities devoted to social action: 9.3 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 35.2 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 15.7 percent said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities devoted to social action was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 6.1, Column 3, shows that 64.1 percent of the responding senior high schools reported that they conducted no activities devoted to social action. Of those schools which reported that they did conduct activities of this type, most conducted one activity.

The number of activities devoted to social action which senior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities of this type which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 6.4, Column 3, reports the degree of interest among senior high schools in developing activities devoted to social action: 12.4 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 30.3 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 21.3 percent said that they were "Not Interested."

The degree of interest among senior high schools in developing activities devoted to social action was not significantly related to the number of students enrolled. The degree of interest among senior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Comparisons among school levels. In general, it seems that a greater percent of elementary than middle/junior high and senior high schools, and a greater percent of middle/junior high than senior high schools, conduct no activities devoted to social action. The degree of interest in developing activities of this type is about the same in middle/junior high and senior high schools and somewhat greater than the degree of interest in elementary schools.

Item 7: Economics Education

This section reports survey results concerning current activities and interests in economics education at elementary, middle/junior high, and senior high schools in Pennsylvania. Appendix C, Document 7, reports the topics which school activities in this content area cover.

The first part of Item 7, as it appeared on the questionnaire, is given below:

7. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study of the AMERICAN ECONOMIC SYSTEM, e.g., free enterprise, consumers' rights, law of supply and demand, influence of advertising on consumer purchasing, budgeting, credit, labor-management relations, banking, taxation, etc.?

Tables 7.1 through 7.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 7.1, Column 1, shows that 81.0 percent of the responding elementary schools reported that they conducted no activities in the area of economics education. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities in economics education which elementary schools reported was not significantly related to the number of students enrolled.

The number of activities in economics education which elementary schools reported was significantly related to the nature of the region in which the schools are located. About 35 percent of the schools located in suburban regions and about 10 percent of the schools located in rural regions reported that they conduct one or more activities in the area of economics education. No urban schools reported that they conduct activities in this area. Table 7.3, Column 1, shows the percent of schools in each region which reported that they conduct one or more activities in economics education.

Table 7.4, Column 1, reports the degree of interest among elementary schools in developing activities in the area of economics education: 12.6 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 27.4 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 22.1 percent said that they were "Not Interested."

The degree of interest among elementary schools in developing activities in economics education was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities in economics education was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 7.1, Column 2, shows that 58.0 percent of the responding middle/junior high schools reported that they conducted no activities in the area of economics education. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities in economics education which middle/junior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities in economics education which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 7.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities in the area of economics education: 18.0 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 39.6 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 10.8 percent said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities in economics education was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities in economics education was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 7.1, Column 3, shows that 32.0 percent of the responding senior high schools reported that they conducted no activities in the area of economics education. Of those schools which reported that they did conduct activities in this area, most conducted one, two, or three activities.

The number of activities in economics education which senior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities in economics education which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 7.4, Column 3, reports the degree of interest among senior high schools in developing activities in the area of economics education: 14.0 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 46.2 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 20.4 percent said that they were "Not Interested."

The degree of interest among senior high schools in developing activities in economics education was not significantly related to the number of students enrolled. Also, the degree of interest among senior high schools in developing activities in economics education was not significantly related to the nature of the region in which the schools are located.

Comparisons among school levels. In general, it seems that a greater percent of elementary than middle/junior high and senior high schools, and a greater percent of middle/junior high than senior high schools, conduct no activities in the area of economics education. The degree of interest in developing activities in this area is about the same in middle/junior high and senior high schools and somewhat greater than the degree of interest in elementary schools.

Item 8: Family Life Education

This section reports survey results concerning current activities and interests in family life education for students at elementary, middle/junior high, and senior high schools in Pennsylvania. Appendix C, Document 8, reports the topics which school activities in this content area cover.

The first part of Item 8, as it appeared on the questionnaire, is given below:

8. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, units, etc., for students especially devoted to the study of FAMILY LIFE AND/OR PARENTING?

Tables 8.1 through 8.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 8.1, Column 1, shows that 87.6 percent of the responding elementary schools reported that they conducted no activities for students in the area of family life education. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities for students in family life education which elementary schools reported was not significantly related to the number of students enrolled. Also, the number of activities in family life education which elementary schools reported was not significantly related to the nature of the region in which the schools are located.

Table 8.4, Column 1, reports the degree of interest among elementary schools in developing activities for students in the area of family life education: 4.3 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 32.6 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 34.8 percent said that they were "Not Interested."

The degree of interest among elementary schools in developing activities for students in family life education was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities for students in family life education was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 8.1, Column 2, shows that 70.6 percent of the responding middle/junior high schools reported that they conducted no activities for students in the area of family life education. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities for students in family life education which middle/junior high schools reported was significantly related to the number of students enrolled. With the exception of schools in which enrollment size ranges from 1001 to 1500, as enrollment size increases, the percent of schools which reported that they conduct one or more activities for students in the area of family life education also increases. Table 8.2, Column 2, shows the percent of schools in each size category which reported that they conduct one or more activities for students in family life education.

The number of activities for students in the area of family life education which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 8.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities for students in the area of family life education: 15.0 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 35.5 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 14.0 percent said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities for students in family life education was not significantly related to the number of students enrolled.

The degree of interest among middle/junior high schools in developing activities for students in family life education was significantly related to the nature of the region in which the schools are located. Schools located in urban regions reported the highest degree of interest in developing activities for students in the area of family life education. The degree of interest in developing activities for students in this area is about the same in schools located in suburban and rural regions. Table 8.6, Column 2, reports the mean degree of interest in developing activities in this area for schools in each region.

Senior high schools. Table 8.1, Column 3, shows that 33.0 percent of the responding senior high schools reported that they conducted no activities for students in the area of family life education. Of those schools which reported that they did conduct activities in this area, most conducted one or two activities.

The number of activities for students in family life education which senior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities in family life education which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 8.4, Column 3, reports the degree of interest among senior high schools in developing activities for students in the area of family life education: 25.0 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 35.9 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 16.3 percent said that they were "Not Interested."

The degree of interest among senior high schools in developing activities for students in family life education was not significantly related to the number of students enrolled. Also, the degree of interest among senior high schools in developing activities in family life education was not significantly related to the nature of the region in which the schools are located.

Comparisons among school levels. In general it seems that a greater percent of elementary than middle/junior high and senior high schools, and a greater percent of middle/junior high than senior high schools, conduct no activities for students in the area of family life education. The degree of interest in developing activities in this area is greater in senior high than in elementary and middle/junior high schools and greater in middle/junior high than in elementary schools.

Item 9: Family Life Education for Parents

This section reports survey results concerning current activities and interests in family life education for parents at elementary, middle/junior high, and senior high schools in Pennsylvania. Appendix C, Document 9, reports the topics which school activities in this content area cover.

The first part of Item 9, as it appeared on the questionnaire, is given below:

9. Does your school currently conduct any courses, seminars, workshops, etc., for parents especially devoted to the study of FAMILY LIFE AND/OR PARENTING?

Tables 9.1 through 9.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 9.1, Column 1, shows that 81.0 percent of the responding elementary schools reported that they conducted no activities for parents in the area of family life education. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities for parents in family life education which elementary schools reported was not significantly related to the number of students enrolled. Also, the number of activities in family life education which elementary schools reported was not significantly related to the nature of the region in which the schools are located.

Table 9.4, Column 1, reports the degree of interest among elementary schools in developing activities for parents in the area of family life education: 12.1 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . .," and 31.9 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 30.8 percent said that they were "Not Interested."

The degree of interest among elementary schools in developing activities for parents in family life education was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities in family life education was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 9.1, Column 2, shows that 87.4 percent of the responding middle/junior high schools reported that they conducted no activities for parents in the area of family life education. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities for parents in family life education which middle/junior high schools reported was not significantly related to the number of students enrolled.

The number of activities for parents in family life education which middle/junior high schools reported was significantly related to the nature of the region in which the schools are located. About 22 percent of the schools located in suburban regions, and about 10 percent of the schools located in urban regions, reported that they conduct one or more activities for parents in the area of family life education. No rural schools reported that they conduct activities in this area. Table 9.3, Column 2, shows the percent of schools in each region which reported that they conduct one or more activities in this area.

Table 9.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities for parents in the area of family life education: 11.8 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 30.4 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 24.5 percent said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities for parents in family life education was not significantly related to the number of students enrolled.

The degree of interest among middle/junior high schools in developing activities for parents in family life education was significantly related to the nature of the region in which the schools are located. The more urban the region in which the schools are located, the higher the degree of interest in developing activities for parents in the area of family life education the schools reported. Urban schools reported a higher degree of interest than suburban and rural schools, and suburban schools reported a higher degree of interest than rural schools. Table 9.6, Column 2, reports the mean degree of interest among schools in each region.

Senior high schools. Table 9.1, Column 3, shows that 92.2 percent of the responding senior high schools reported that they conducted no activities for parents in the area of family life education. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities for parents in family life education which senior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities in family life education which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 9.4, Column 3, reports the degree of interest among senior high schools in developing activities for parents in the area of family life education: 11.6 percent of the respondents indicated that they were "Very interested, Ready to consider assigning resources . . . ," and 23.3 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 25.6 percent said that they were "Not Interested."

The degree of interest among senior high schools in developing activities for parents in family life education was not significantly related to the number of students enrolled. Also, the degree of interest among senior high schools in developing activities in family life education was not significantly related to the nature of the region in which the schools are located.

Comparisons among school levels. In general, it seems that a greater percent of senior high than middle/junior high and elementary schools, and a greater percent of middle/junior high than elementary schools, conduct no activities for parents in the area of family life education. The degree of interest in developing activities for parents in this area is about the same in elementary, middle/junior high, and senior high schools.

Item 10: Moral/Ethical/Values Education

This section reports survey results concerning current activities and interests in moral/ethical/values education at elementary, middle/junior high, and senior high schools in Pennsylvania. Appendix C, Document 10, reports the topics which school activities in this content area cover.

The first part of Item 10, as it appeared on the questionnaire, is given below:

10. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, units, etc., especially devoted to MORAL/ETHICAL/VALUES EDUCATION, e.g., a unit on moral/ethical dilemmas, a set of exercises on values clarification, a unit or course on fairness and respect for others?

Tables 10.1 through 10.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 10.1, Column 1, shows that 73.3 percent of the responding elementary schools reported that they conducted no activities in the area of moral/ethical/values education. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities in moral/ethical/values education which elementary schools reported was not significantly related to the number of students enrolled. Also, the number of activities in moral/ethical/values education which elementary schools reported was not significantly related to the nature of the region in which the schools are located.

Table 10.4, Column 1, reports the degree of interest among elementary schools in developing activities in the area of moral/ethical/values education: 22.6 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 34.4 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 12.9 percent said that they were "Not Interested."

The degree of interest among elementary schools in developing activities in moral/ethical/values education was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities in moral/ethical/values education was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 10.1, Column 2, shows that 81.5 percent of the responding middle/junior high schools reported that they conducted no activities in the area of moral/ethical/values education. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities in moral/ethical/values education which middle/junior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities in moral/ethical/values education which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 10.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities in the area of moral/ethical/values education: 23.4 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 38.7 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 8.1 percent said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities in moral/ethical/values education was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities in moral/ethical/values education was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 10.1, Column 3, shows that 75.7 percent of the responding senior high schools reported that they conducted no activities in the area of moral/ethical/values education. Of those schools which reported that they did conduct activities in this area, most conducted one, two, or three activities.

The number of activities in moral/ethical/values education which senior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities in moral/ethical/values education which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 10.4, Column 3, reports the degree of interest among senior high schools in developing activities in the area of moral/ethical/values education: 16.1 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 39.1 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 17.2 percent said that they were "Not Interested."

The degree of interest among senior high schools in developing activities in moral/ethical/values education was not significantly related to the number of students enrolled. Also, the degree of interest among senior high schools in developing activities in moral/ethical/values education was not significantly related to the nature of the region in which the schools are located.

Comparisons among school levels. In general, it seems that about the same percent of elementary, middle/junior high, and senior high schools conduct no activities in the area of moral/ethical/values education. The degree of interest in developing activities in this area is about the same in elementary and middle/junior high schools and and slightly higher than the degree of interest in senior high schools.

Item 11: Student Involvement in School Governance

This section reports survey results concerning current activities and interests in student involvement in school governance at elementary, middle/junior high, and senior high schools in Pennsylvania. Appendix C, Document 11, reports the topics which activities of this type cover.

The first part of Item 11, as it appeared on the questionnaire is given below:

11. In curricular or extracurricular programs, does your school currently INVOLVE STUDENTS IN MAKING DECISIONS THAT APPLY TO ALL STUDENTS IN THE SCHOOL, e.g., decisions about a dress code, discipline procedures, playground rules, or study hall procedures?

Tables 11.1 through 11.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 11.1, Column 1, shows that 75.2 percent of the responding elementary schools reported that they conducted no activities devoted to student involvement in school governance. Of those schools which reported that they did conduct activities of this type, most conducted one, two, or three activities.

The number of activities devoted to student involvement in school governance which elementary schools reported was not significantly related to the number of students enrolled. Also, the number of activities of this type which elementary schools reported was not significantly related to the nature of the region in which the schools are located.

Table 11.4, Column 1, reports the degree of interest among elementary schools in developing activities devoted to student involvement in school governance: 21.5 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 29.0 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 20.4 percent said that they were "Not Interested."

The degree of interest among elementary schools in developing activities devoted to student involvement in school governance was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 11.1, Column 2, shows that 59.7 percent of the responding middle/junior high schools reported that they conducted no activities devoted to student involvement in school governance. Of those schools which reported that they did conduct activities of this type, most conducted one or two activities.

The number of activities devoted to student involvement in school governance which middle/junior high schools reported was not significantly related to the number of students enrolled.

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The number of activities devoted to student involvement in school governance which middle/junior high schools reported was significantly related to the nature of the region in which the schools are located. The more urban the region, the higher the percent of schools which reported that they conducted one or more activities of this type. A greater percent of urban schools than suburban and rural schools, and a greater percent of schools in suburban regions than schools in rural regions, reported that they conducted activities of this type. Table 11.3, Column 2, shows the percent of schools in each region which reported that they conduct one or more activities devoted to student involvement in school governance.

Table 11.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities devoted to student involvement in school governance: 12.1 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 30.8 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 14.0 percent said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities devoted to student involvement in school governance was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 11.1, Column 3, shows that 35.9 percent of the responding senior high schools reported that they conducted no activities devoted to student involvement in school governance. Of those schools which reported that they did conduct activities of this type, most conducted one or two activities.

The number of activities devoted to student involvement in school governance which senior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities of this type which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 11.4, Column 3, reports the degree of interest among senior high schools in developing activities devoted to student involvement in school governance: 16.1 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 39.8 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 21.5 percent said that they were "Not Interested."

The degree of interest among senior high schools in developing activities devoted to student involvement in school governance was not significantly related to the number of students enrolled. The degree of interest among senior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Comparisons among school levels. In general, it seems that a greater percent of elementary than middle/junior high and senior high schools, and a greater percent of middle/junior high than senior high schools, conduct no activities devoted to student involvement in school governance. The degree of interest in developing activities of this type is about the same in elementary, middle/junior high, and senior high schools.

Item 12: Student Activities in the Community

This section reports survey results concerning current activities and interests in conducting student internship or volunteer work in the community at elementary, middle/junior high, and senior high schools in Pennsylvania. Appendix C, Document 12, reports the topics which activities of this type cover.

The first part of Item 12, as it appeared on the questionnaire is given below:

12. In curricular or extracurricular programs, does your school currently conduct or facilitate STUDENT WORK-STUDY/INTERNSHIP/VOLUNTEER ACTIVITIES IN AGENCIES THAT SERVE CITIZEN INTERESTS, e.g., municipal government, public welfare office, day care center?

Tables 12.1 through 12.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 12.1, Column 1, shows that 93.3 percent of the responding elementary schools reported that they conducted no activities devoted to student internships or volunteer work in the community. Of those schools which reported that they did conduct activities of this type, most conducted one or two activities.

The number of activities devoted to student internships or volunteer work in the community which elementary schools reported was not significantly related to the number of students enrolled. Also, the number of activities of this type which elementary schools reported was not significantly related to the nature of the region in which the schools are located.

Table 12.4, Column 1, reports the degree of interest among elementary schools in developing activities devoted to student internships or volunteer work in the community: 4.3 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 15.1 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 53.8 percent said that they were "Not Interested."

The degree of interest among elementary schools in developing activities devoted to student internships or volunteer work in the community was significantly related to the number of students enrolled. As enrollment size increases from 500 to 1000, the degree of interest in developing activities of this type decreases. Schools ranging in enrollment size from 1001 to 1500, and schools in which enrollment size is over 1500, report a higher degree of interest in developing activities of this type than smaller schools. Table 12.5, Column 1, reports the mean degree of interest among schools in each size category.

The degree of interest among elementary schools in developing activities devoted to student internships or volunteer work in the community was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 12.1, Column 2, shows that 80.7 percent of the responding middle/junior high schools reported that they conducted no activities devoted to student internships or volunteer work in the community. Of those schools which reported that they did conduct activities of this type, most conducted one activity.

The number of activities devoted to student internships or volunteer work in the community which middle/junior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities of this type which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 12.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities devoted to student internships or volunteer work in the community: 9.3 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 27.1 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 24.3 percent said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities devoted to student internships or volunteer work in the community was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in devloping activities of this type was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 12.1, Column 3, shows that 66.0 percent of the responding senior high schools reported that they conducted no activities devoted to student internships or volunteer work in the community. Of those schools which reported that they did conduct activities of this type, most conducted one, two, or three activities.

The number of activities devoted to student internships or volunteer work in the community which senior high schools reported was significantly related to the number of students enrolled. With the exception of schools with an enrollment of 500 or fewer, the percent of middle-size schools which reported that they conduct one or more activities of this type was smaller than the percent of smaller and larger schools which reported that they conduct activities of this type. Table 12.2, Column 3, shows the percent of schools in each size category which reported that they conduct activities of this type.

Also, the number of activities devoted to student internships or volunteer work in the community which senior high schools reported was significantly related to the nature of the region in which the schools are located. The more urban the region, the greater the percent of schools which reported that they conduct activities of this type. A greater percent of urban schools than suburban and rural schools, and a greater percent of suburban schools than rural schools, reported that they conduct activities of this type. Table 12.3, Column 3, shows the percent of schools in each region which reported that they conduct activities of this type.

Table 12.4, Column 3, reports the degree of interest among senior high schools in developing activities devoted to student internships or volunteer work in the community: 15.6 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 34.4 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 16.7 percent said that they were "Not Interested."

The degree of interest among senior high schools in developing activities devoted to student internships or volunteer work in the community was not significantly related to the number of students enrolled. The degree of interest among senior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Comparisons among school levels. In general, it seems that a greater percent of elementary than middle/junior high and senior high schools, and a greater percent of middle/junior high than senior high schools, conduct no activities devoted to student internships or volunteer work in the community. The degree of interest in developing activities of this type is greater in senior high than elementary and middle/junior high schools and greater in middle/junior high than in elementary schools.

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Item 13: Measures of Social Development

This section reports survey results concerning current activities and interests in using formal tests to measure students' social skills, growth, or development at elementary, middle/junior high, and senior high schools in Pennsylvania. Appendix C, Document 13, reports the topics which activities of this type cover.

The first part of Item 13, as it appeared on the questionnaire, is given below:

13. **Does your school currently use a FORMAL TEST TO MEASURE STUDENTS' SOCIAL SKILLS, GROWTH, OR DEVELOPMENT, e.g., a social attitudes or values questionnaire, the Mooney checklist, an inventory of personal aptitudes, a kindergarten social readiness test?**

Tables 13.1 through 13.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 13.1, Column 1, shows that 71.4 percent of the responding elementary schools reported that they conducted no activities devoted to formally measuring students' social development. Of those schools which reported that they did conduct activities of this type, most conducted one activity.

The number of activities devoted to formally measuring students' social development which elementary schools reported was not significantly related to the number of students enrolled. Also, the number of activities of this type which elementary schools reported was not significantly related to the nature of the region in which the schools are located.

Table 13.4, Column 1, reports the degree of interest among elementary schools in developing activities devoted to formally measuring students' social development: 12.0 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 27.2 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 17.4 percent said that they were "Not Interested."

The degree of interest among elementary schools in developing activities devoted to formally measuring students' social development was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 13.1, Column 2, shows that 78.2 percent of the responding middle/junior high schools reported that they conducted no activities devoted to formally measuring students' social development. Of those schools which reported that they did conduct activities of this type, most conducted one activity.

The number of activities devoted to formally measuring students' social development which middle/junior high schools reported was not significantly related to the number of students enrolled.

The number of activities devoted to formally measuring students' social development which middle/junior high schools reported was significantly related to the nature of the region in which the schools are located. About the same percent of schools located in urban and rural regions reported that they conduct one or more activities devoted to formally measuring students' social development. Also, a greater percent of urban and rural schools than suburban schools reported that they conduct activities of this type. Table 13.3, Column 2, shows the percent of schools in each region which reported that they conduct activities of this type.

Table 13.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities devoted to formally measuring students' social development: 14.9 percent of the respondents indicated that they were "Very interested, Ready to consider assigning resources . . . ," and 26.7 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 16.8 percent said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities devoted to formally measuring students' social development was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools were located.

Senior high schools. Table 13.1, Column 3, shows that 79.6 percent of the responding senior high schools reported that they conducted no activities devoted to formally measuring students' social development. Of those schools which reported that they did conduct activities of this type, most conducted one activity.

The number of activities devoted to formally measuring students' social development which senior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities of this type which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 13.4, Column 3, reports the degree of interest among senior high schools in developing activities devoted to formally measuring students' social development: 9.8 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 35.9 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 26.1 percent said that they were "Not Interested."

The degree of interest among senior high schools in developing activities devoted to formally measuring students' social development was not significantly related to the number of students enrolled. The degree of interest among senior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Comparisons among school levels. In general, it seems that about the same percent of elementary, middle/junior high, and senior high schools conduct no activities devoted to formally measuring students' social development. The degree of interest in developing activities of this type is about the same in elementary, middle/junior high, and senior high schools.

Item 14: Global Education

This section reports survey results concerning current activities and interests in global education at elementary, middle/junior high, and senior high schools in Pennsylvania. Appendix C, Document 14, reports the topics which school activities in this content area cover.

The first part of Item 14, as it appeared on the questionnaire, is given below:

14. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study of INTERNATIONAL RELATIONS AND/OR GLOBAL PERSPECTIVES?

Table 14.1 through 14.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 14.1, Column 1, shows that 87.6 percent of the responding elementary schools reported that they conducted no activities in the area of global education. Of those schools which reported that they did conduct activities in this area, most conducted one or two activities.

The number of activities in global education which elementary schools reported was significantly related to the number of students enrolled. With the exception of schools in which enrollment size ranges from 751 to 1000, as enrollment size increases, the percent of schools which reported that they conduct one or more activities in this area also increases. Table 14.2, Column 1, reports the percent of schools in each size category which reported that they conduct one or more activities in global education.

The number of activities in global education which elementary schools reported was not significantly related to the nature of the region in which the schools are located.

Table 14.4, Column 1, reports the degree of interest among elementary schools in developing activities in the area of global education: 5.3 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 20.2 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 34.0 percent said that they were "Not Interested."

The degree of interest among elementary schools in developing activities in global education was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities in global education was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 14.1, Column 2, shows that 73.1 percent of the responding middle/junior high schools reported that they conducted no activities in the area of global education. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities in global education which middle/junior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities in global education which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 14.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities in the area of global education: 8.6 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 25.7 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 23.8 percent said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities in global education was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities in global education was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 14.1, Column 3, shows that 56.3 percent of the responding senior high schools reported that they conducted no activities in the area of global education. Of those schools which reported that they did conduct activities in this area, most conducted one activity.

The number of activities in global education which senior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities in global education which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 14.4, Column 3, reports the degree of interest among senior high schools in developing activities in the area of global education: 12.1 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 31.9 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 18.7 percent said that they were "Not Interested."

The degree of interest among senior high schools in developing activities in global education was not significantly related to the number of students enrolled. Also, the degree of interest among senior high schools in developing activities in global education was not significantly related to the nature of the region in which the schools are located.

Comparisons among school levels. In general, it seems that a greater percent of elementary than middle/junior high and senior high schools, and a greater percent of middle/junior high than senior high schools, conduct no activities in the area of global education. The degree of interest in developing activities in this area is greater in senior high than in middle/junior high and elementary schools, and greater in middle/junior high than in elementary schools.

Item 15: Analysis of the Mass Media

This section reports survey results concerning current activities and interests in analysis of mass media at elementary, middle/junior high, and senior high schools in Pennsylvania. Appendix C, Document 15, reports the topics which activities of this type cover.

The first part of Item 15, as it appeared on the questionnaire is given below:

15. **In curricular or extracurricular programs, do teachers at your school currently GIVE ASSIGNMENTS THAT ASK STUDENTS TO ANALYZE CRITICALLY LOCAL AND NATIONAL MASS MEDIA, e.g., evaluate a TV program, decide if a film is socially meaningful, criticize radio news reporting of a controversial issue or event?**

Tables 15.1 through 15.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 15.1, Column 1, shows that 71.4 percent of the responding elementary schools reported that they conducted no activities devoted to analysis of mass media. Of those schools which reported that they did conduct activities of this type, most conducted one or two activities.

The number of activities devoted to analysis of mass media which elementary schools reported was not significantly related to the number of students enrolled.

The number of activities devoted to analysis of mass media which elementary schools reported was significantly related to the nature of the region in which the schools are located. A greater percent of schools located in suburban regions than in urban and rural regions reported that they conduct one or more activities of this type. Table 15.3, Column 1, shows the percent of schools in each region which reported that they conduct activities of this type.

Table 15.4, Column 1, reports the degree of interest among elementary schools in developing activities devoted to analysis of mass media: 3.3 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 43.3 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 20.0 percent said that they were "Not Interested."

The degree of interest among elementary schools in developing activities devoted to analysis of mass media was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 15.1, Column 2, shows that 57.1 percent of the responding middle/junior high schools reported that they conducted no activities devoted to analysis of mass media. Of those schools which reported that they did conduct activities of this type, most conducted one or two activities.

The number of activities devoted to analysis of mass media which middle/junior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities of this type which middle/junior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 15.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities devoted to analysis of mass media: 19.4 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 31.5 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 9.3 percent said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities devoted to analysis of mass media was not significantly related to the number of students enrolled. Also, the degree of interest among middle/junior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Senior high schools. Table 15.1, Column 3, shows that 41.7 percent of the responding senior high schools reported that they conducted no activities devoted to analysis of mass media. Of those schools which reported that they did conduct activities of this type, most conducted one, two, or three activities.

The number of activities devoted to analysis of mass media which senior high schools reported was significantly related to the number of students enrolled. A smaller percent of middle-size schools than smaller and larger schools reported that they conducted one or more activities of this type. Table 15.2, Column 3, shows the percent of schools in each size category which reported that they conducted one or more activities of this type.

Also, the number of activities devoted to analysis of mass media which senior high schools reported was significantly related to the nature of the region in which the schools are located. A higher percent of suburban schools than urban and rural schools reported that they conducted one or more activities of this type. Table 15.3, Column 3, shows the percent of schools in each region which reported that they conducted activities of this type.

Table 15.4, Column 3, reports the degree of interest among senior high schools in developing activities devoted to analysis of mass media: 16.0 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 39.4 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 18.1 percent said that they were "Not Interested."

The degree of interest among senior high schools in developing activities devoted to analysis of mass media was not significantly related to the number of students enrolled. The degree of interest among senior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Comparisons among school levels. In general, it seems that a greater percent of elementary than middle/junior high and senior high schools, and a greater percent of middle/junior high than senior high schools, conduct no activities devoted to analysis of mass media. The degree of interest in developing activities of this type is greater in middle/junior high than elementary and senior high schools and greater in senior high than in elementary schools.

Item 16: In-Service on Students' Social Development

This section reports survey results concerning current activities and interests in conducting in-service education for staff on students' social development at elementary, middle/junior high, and senior high schools in Pennsylvania. Appendix C, Document 16, reports the topics which activities of this type cover.

The first part of Item 16, as it appeared on the questionnaire, is given below:

16. Does your school currently conduct IN-SERVICE WORKSHOPS FOR STAFF ON THE EFFECTS OF TEACHER-STUDENT/ADMINISTRATOR-STUDENT INTERACTION ON STUDENTS' SOCIAL DEVELOPMENT, e.g., workshops on democratic vs. authoritarian school climate, classroom management techniques, student disciplinary procedures, development of self-esteem?

Tables 16.1 through 16.6 in Volume 2 of this report present the data to which the following text refers.

Elementary schools. Table 16.1, Column 1, shows that 76.2 percent of the responding elementary schools reported that they conducted no activities devoted to in-service education on students' social development. Of those schools which reported that they did conduct activities of this type, most conducted one activity.

The number of activities devoted to in-service education on students' social development which elementary schools reported was not significantly related to the number of students enrolled. Also, the number of activities of this type which elementary schools reported was not significantly related to the nature of the region in which the schools are located.

Table 16.4, Column 1, reports the degree of interest among elementary schools in developing activities devoted to in-service education on students' social development: 30.9 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 37.2 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 9.6 percent said that they were "Not Interested."

The degree of interest among elementary schools in developing activities devoted to in-service education on students' social development was not significantly related to the number of students enrolled. Also, the degree of interest among elementary schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Middle/junior high schools. Table 16.1, Column 2, shows that 68.9 percent of the responding middle/junior high schools reported that they conducted no activities devoted to in-service education on students' social development. Of those schools which reported that they did conduct activities of this type, most conducted one or two activities.

The number of activities devoted to in-service education on students' social development which middle/junior high schools reported was significantly related to the number of students enrolled. A greater percent of large-size schools than small- and middle-size schools reported that they conduct activities of this type. Table 16.2, Column 2, shows the percent of schools in each size category which reported that they conduct one or more activities of this type.

Also, the number of activities devoted to in-service education on students' social development which middle/junior high schools reported was significantly related to the nature of the region in which the schools are located. The more urban the region, the greater the percent of schools which reported that they conducted activities of this type. Table 16.3, Column 2, reports the percent of schools in each region which reported that they conducted one or more activities of this type.

Table 16.4, Column 2, reports the degree of interest among middle/junior high schools in developing activities devoted to in-service education on students' social development: 30.6 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 29.6 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 8.3 percent said that they were "Not Interested."

The degree of interest among middle/junior high schools in developing activities devoted to in-service education on students' social development was not significantly related to the number of students enrolled.

The degree of interest among middle/junior high schools in developing activities devoted to in-service education on students' social development was significantly related to the nature of the region in which the schools are located. Schools located in urban regions reported a higher degree of interest in developing activities of this type than schools located in suburban and rural regions. Rural schools reported a higher degree of interest than suburban schools. Table 16.6, Column 2, reports the mean degree of interest among schools in each region.

Senior high schools. Table 16.1, Column 3, shows that 83.5 percent of the responding senior high schools reported that they conducted no activities devoted to in-service education on students' social development. Of those schools which reported that they did conduct activities of this type, most conducted one activity.

The number of activities devoted to in-service education on students' social development which senior high schools reported was not significantly related to the number of students enrolled. Also, the number of activities of this type which senior high schools reported was not significantly related to the nature of the region in which the schools are located.

Table 16.4, Column 3, reports the degree of interest among senior high schools in developing activities devoted to in-service education on students' social development: 17.8 percent of the respondents indicated that they were "Very Interested, Ready to consider assigning resources . . . ," and 36.7 percent were "Interested, Want to discuss needs . . . ." Of the remainder, 13.3 percent said that they were "Not Interested."

The degree of interest among senior high schools in developing activities devoted to in-service education on students' social development was not significantly related to the number of students enrolled. The degree of interest among senior high schools in developing activities of this type was not significantly related to the nature of the region in which the schools are located.

Comparisons among school levels. In general, it seems that a greater percent of senior high than elementary and middle/junior high schools, and a greater percent of elementary than middle/junior high schools, conduct no activities devoted to in-service education on students' social development. The degree of interest in developing activities of this type is about the same in elementary and middle/junior high schools and somewhat greater than the degree of interest in senior high schools.

Summary

In this section, comparisons of results are made among the 16 items. The purpose of the comparison is to enable more informed decision making about directions for the citizen education improvement effort in the Pennsylvania public schools. However, the reader should be aware that the following comparisons are not proposed as the only, or even the major, basis for making such decisions. Instead, they are presented as one of the bases for decision making that should be considered by the citizen education planning group.

It is assumed that the items about which respondents indicated the greatest degree of interest are to be considered as citizen education areas of greatest emphasis, especially if there was relatively little current activity reported for that item. Those items about which respondents indicated least interest should be considered as areas of least emphasis in citizen education.

The implied comparisons were made by ranking the item results on interest within each of the three school levels. For each school level the three items with the highest level of interest were chosen to be presented in this summary as being of greatest citizen education emphasis. Similarly, the three items with the lowest level of interest are presented as being of least emphasis.[1] For the three items of greatest interest, the results concerning current level of activity were reviewed. Those topics on which a majority of schools within a school level report no activities are presented as especially important, in that there is both a relatively high level of interest with a relatively low level of present activity.

The comparisons among items are presented for each of the school levels. Following the comparisons for each school level, there is a discussion of the similarities and differences among the three school levels.

Elementary school level. The three items ranking highest in degree of interest expressed in the elementary school sample were:

- environmental studies (item 1);
- inviting community members to come to school to speak or work with students on topics related to citizen education (item 2);
- conducting in-service workshops for staff on the effects of teacher-student/administrator-student interaction on students' social development (item 16).

Of these three items, the first and the last are especially noteworthy as potential emphases for further effort in that a majority of the schools surveyed reported no activity in those areas.

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[1] For elementary and middle/junior high school levels, the top three items had average degrees of interest that were around 3.00, the scale value for the response choice "Interested, Want to discuss needs and interests at my school . . . ." The bottom three items received average ratings around 2.00, the scale value for the response choice "Somewhat Interested, Like to know more about this." For senior high schools, the difference between the top and bottom items was less, with average degrees of interest being about 2.75 and 2.25, respectively.

The three items of least interest to respondents in elementary schools were:

- studying family life and/or parenting (item 8);
- conducting or facilitating student work-study/internship/ volunteer activities in agencies that serve citizen interests (item 12);
- studying international relations and/or global perspectives (item 14).

Middle/junior high school level. At the middle/junior high school level the three most highly rated items were:

- inviting community members to come to school to speak or work with students on topics related to citizen education (item 2);
- moral/ethical/values education (item 10);
- conducting in-service workshops for staff on the effects of teacher-student/administrator-student interaction on students' social development (item 16).

Of these three items, the last two are especially worth emphasizing because a majority of the respondents in this sample said that they had no activities in these topic areas.

The three items in which respondents were least interested were:

- conducting workshops for parents in the study of family life and/or parenting (item 9);
- conducting or facilitating student work-study/internship/ volunteer activities in agencies that serve citizen interests (item 12);
- studying international relations and/or global perspectives (item 14).

Senior high school level. In the senior high school sample, the three items of greatest interest were:

- environmental studies (item 1);
- inviting community members to come to school to speak or work with students on topics related to citizen education (item 2);
- studying family life and/or parenting (item 8).

The three items of least interest in the senior high schools were:

- organizing or facilitating social action groups of students who initiate and carry out studies and activities serving citizen interests (item 6);
- conducting workshops for parents in the study of family life and/or parenting (item 9);
- using a formal test to measure students' social skills, growth, or development (item 13).

It should be noted that, in contrast with the other school levels, senior high school level respondents indicated greater interest in most topics. In particular, the three items with the lowest rankings still had relatively high average ratings, being midway between "Interested" and "Somewhat Interested."

Similarities and differences among school levels. The single item among the top three of interest at all school levels is the one concerning involvement of community members for citizen education at the school. This type of activity, however, is also one for which the overwhelming majority of respondents reported that their schools already have been conducting activities.

An item for which a majority of respondents indicate no current activity, but a high degree of interest, is the conduct of in-service workshops for staff devoted to how teachers' and administrators' interactions with students affect students' social development. This item was among the top three items of interest in both elementary and middle/junior high schools and was fifth in the rankings in senior high schools.

Another item of high interest at two school levels is environmental studies. Both elementary school level and middle/junior high school level respondents indicated high degrees of interest in this item and relatively low levels of current activity. This item was of less interest among senior high school respondents, though it still ranked fifth among all 16 items.

The two remaining items among the top three in interest occurred at only one of the three school levels. The more important of these two is moral/ethical/values education; it was both of great interest and at a low level of activity at the middle/junior high school level. Though not among the top three items of interest at the other school levels, this topic did rank fourth of 16 at the elementary school level and seventh of 16 at the senior high school level.

The other item among the top three at one of the school levels, the senior high school level, is studying family life and/or parenting. The majority of schools at this level reported having at least some courses, seminars, or units on this topic. At the other school levels, this item was not of such great interest; in fact, it was among the bottom three in elementary schools.

Among the items which respondents ranked low in interest, none was among the bottom three for all of the three school levels. Three items were among the bottom three in interest at two of the school levels. They were international relations and/or global perspectives, student work-study/internships/volunteer activities in the community, and workshops for parents on family life and/or parenting. The former two were among the bottom three among both elementary and middle/junior high school respondents. The latter, workshops for parents, was among the bottom three in interest level among middle/junior high and senior high school respondents. The remaining three items which were among the bottom three in interest in one of the school levels are: (1) social action projects, at the senior high school level, (2) family life education for students, at the elementary school level, and (3) formal testing for social development, at the senior high school level.

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APPENDIX A

Survey Questionnaire

A Survey of Citizen Education Activities and Interests in Elementary and Secondary Schools in Delaware, New Jersey, and Pennsylvania

APPENDIX A

A SURVEY OF CITIZEN EDUCATION ACTIVITIES AND INTERESTS IN ELEMENTARY AND SECONDARY SCHOOLS IN DELAWARE, NEW JERSEY, AND PENNSYLVANIA

in cooperation with the

Delaware Department of Public Instruction
New Jersey Department of Education
Pennsylvania Department of Education

April, 1978

Research for Better Schools, Inc.
1700 Market Street
Philadelphia, Pennsylvania 19103

APPENDIX A

INTRODUCTION

This is a survey of citizen education activities and interests in elementary and secondary schools in Delaware, New Jersey, and Pennsylvania. We are interested in learning what citizen education activities, courses, or projects your school currently conducts, e.g., civics courses, work-study activities in municipal agencies, planting trees in the community, study of conservation of energy resources, courses on the culture of different ethnic groups in our society, etc. Instructions for completing each question are given on the following pages.

Thank you for your cooperation in making your responses as complete as possible.

APPENDIX A

ENVIRONMENTAL STUDIES

1. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to ENVIRONMENTAL STUDIES, e.g., sources and control of pollution, energy conservation, beautifying the environment, population and crowding. *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 1a and item1b.*

YES *Go on to both items 1a and 1b.*　　**NO** *Go on to item 1b.*

1a.

Name the course(s), seminar(s) unit(s), etc., the school has conducted this year.	What topics have pupils studied this year?	How often has the school conducted the course(s), unit(s), etc., this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

1b. How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this subject area at my school.	Want to discuss needs and interests at my school that this subject area addresses.	Like to know more about this.	

Please make sure that you have answered item 1b before going on to the next question.

COMMUNITY MEMBERS COME TO SCHOOL

2. In curricular or extracurricular programs, does your school currently invite COMMUNITY MEMBERS TO COME TO SCHOOL TO SPEAK OR WORK WITH STUDENTS ON TOPICS RELATED TO CITIZEN EDUCATION, e.g., a police officer reviews traffic and safety rules, a stock broker explains the stock exchange, an ecologist assists students with a conservation project? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 2a and item 2b.*

YES *Go on to both items 2a and 2b.* **NO** *Go on to item 2b.*

2a.

What community members have come to school this year?	What topics have community members presented?	How often have community members come to school this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

2b. How interested are you in developing, or developing further, this type of activity at your school? *Circle one.*

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this type of activity at my school.	Want to discuss needs and interests at my school that this type of activity addresses.	Like to know more about this.	

Please make sure that you have answered item 2b before going on to the next question.

APPENDIX A

CULTURE AND CONTRIBUTIONS OF DIFFERENT ETHNIC AND RACIAL GROUPS IN OUR SOCIETY

3. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, projects, seminars, units, etc., especially devoted to the study of the CULTURE AND CONTRIBUTIONS OF DIFFERENT ETHNIC AND RACIAL GROUPS IN OUR SOCIETY? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 3a and item 3b.*

YES *Go on to both items 3a and 3b.* **NO** *Go on to item 3b.*

3a.

Name the course(s), seminar(s), unit(s), etc., the school has conducted this year.	What topics have pupils studied this year?	How often has the school conducted the course(s), unit(s), etc., this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

3b. How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this subject area at my school.	Want to discuss needs and interests at my school that this subject area addresses.	Like to know more about this.	

Please make sure that you have answered item 3b before going on to the next question.

CITIZEN-RELATED PROCESS SKILLS

4. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study and development of CITIZEN-RELATED PROCESS SKILLS, e.g., a course on leadership, a unit on critical thinking, student debates on current issues, a set of exercises on planning or inquiry skills? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 4a and item 4b.*

YES *Go on to both items 4a and 4b.* **NO** *Go on to item 4b.*

4a.

Name the course(s), unit(s), etc., the school has conducted this year.	What skills have the course(s), unit(s), etc., helped students develop?	How often has the school conducted the course(s), unit(s), etc., this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

4b. How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this subject area at my school.	Want to discuss needs and interests at my school that this subject area addresses.	Like to know more about this.	

Please make sure that you have answered item 4b before going on to the next question.

INDIVIDUAL AND/OR PUBLIC LEGAL RIGHTS AND RESPONSIBILITIES IN A DEMOCRATIC SOCIETY

5. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study of INDIVIDUAL AND/OR PUBLIC LEGAL RIGHTS AND RESPONSIBILITIES IN A DEMOCRATIC SOCIETY, e.g., a course on civics, a unit on problems of democracy, a project on community history, etc., beyond requirements established by the state? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 5a and item 5b.*

YES *Go on to both items 5a and 5b.* **NO** *Go on to item 5b.*

5a.

Name the course(s), seminar(s), unit(s), etc., the school has conducted this year.	What topics have pupils studied this year?	How often has the school conducted the course(s), unit(s), etc., this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

5b. How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this subject area at my school.	Want to discuss needs and interests at my school that this subject area addresses.	Like to know more about this.	

Please make sure that you have answered item 5b before going on to the next question.

APPENDIX A

SOCIAL ACTION GROUPS OF STUDENTS WHO INITIATE AND CARRY OUT STUDIES AND ACTIVITIES SERVING CITIZEN INTERESTS

6. In curricular or extracurricular programs, does your school currently organize or facilitate SOCIAL ACTION GROUPS OF STUDENTS WHO INITIATE AND CARRY OUT STUDIES AND ACTIVITIES SERVING CITIZEN INTERESTS, e.g., students survey community members on the use of energy resources at home, students plant trees in the community, students lobby at city hall on current issues, students establish a consumer complaint center and attempt to find redress for victims of alleged fraud? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 6a and item 6b.*

YES *Go on to both items 6a and 6b.* NO *Go on to item 6b.*

6a.

What studies or activities have pupils carried out this year?	How often have pupils carried out a study or activity this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

6b. How interested are you in developing, or developing further, this type of activity at your school? *Circle one.*

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this type of activity at my school.	Want to discuss needs and interests at my school that this type of activity addresses.	Like to know more about this.	

Please make sure that you have answered item 6b before going on to the next question.

AMERICAN ECONOMIC SYSTEM

7. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study of the AMERICAN ECONOMIC SYSTEM, e.g., free enterprise, consumers' rights, law of supply and demand, influence of advertising on consumer purchasing, budgeting, credit, labor-management relations, banking, taxation, etc.? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 7a and item 7b.*

YES *Go on to both items 7a and 7b.* **NO** *Go on to item 7b.*

7a.

Name the course(s), seminar(s), unit(s), etc., the school has conducted this year.	What topics have pupils studied this year?	How often has the school conducted the course(s), unit(s), etc., this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

7b. How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this subject area at my school.	Want to discuss needs and interests at my school that this subject area addresses.	Like to know more about this.	

Please make sure that you have answered item 7b before going on to the next question.

FAMILY LIFE AND/OR PARENTING

8. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, units, etc., for students especially devoted to the study of FAMILY LIFE AND/OR PARENTING? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 8a and item 8b.*

YES *Go on to both items 8a and 8b.* **NO** *Go on to item 8b.*

8a.

Name the course(s), seminar(s), unit(s), etc., the school has conducted this year.	What topics have pupils studied this year?	How often has the school conducted the course(s), unit(s), etc., this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

8b. How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this subject area at my school.	Want to discuss needs and interests at my school that this subject area addresses.	Like to know more about this.	

Please make sure that you have answered item 8b before going on to the next question.

APPENDIX A

FAMILY LIFE AND/OR PARENTING FOR PARENTS

9. Does your school currently conduct any courses, seminars, workshops, etc., for parents especially devoted to the study of FAMILY LIFE AND/OR PARENTING? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 9a and item 9b.*

YES *Go on to both items 9a and 9b.* **NO** *Go on to item 9b.*

9a.

Name the course(s), seminar(s), etc., the school has conducted this year.	What topics have parents studied this year?	How often has the school conducted the course(s), seminar(s), etc., this year?	In what grade(s) are the children of the parents who participated?	Roughly, what percent of parents within each grade participated?

9b. How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this subject area at my school.	Want to discuss needs and interests at my school that this subject area addresses.	Like to know more about this.	

Please make sure that you have answered item 9b before going on to the next question.

MORAL/ETHICAL/VALUES EDUCATION

10. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, units, etc., especially devoted to MORAL/ETHICAL/VALUES EDUCATION, e.g., a unit on moral/ethical dilemmas, a set of exercises on values clarification, a unit or course on fairness and respect for others. *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 10a and item 10b.*

YES *Go on to both items 10a and 10b.* **NO** *Go on to item 10b.*

10a.

Name the course(s), seminar(s), unit(s), etc., the school has conducted this year.	What topics have pupils studied this year?	How often has the school conducted the course(s), unit(s), etc., this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

10b. How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this subject area at my school.	Want to discuss needs and interests at my school that this subject area addresses.	Like to know more about this.	

Please make sure that you have answered item 10b before going on to the next question.

STUDENT INVOLVEMENT IN MAKING DECISIONS THAT APPLY TO ALL STUDENTS IN THE SCHOOL

11. In curricular or extracurricular programs, does your school currently INVOLVE STUDENTS IN MAKING DECISIONS THAT APPLY TO ALL STUDENTS IN THE SCHOOL, e.g., decisions about a dress code, discipline procedures, playground rules, or study hall procedures? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 11a and item 11b.*

YES *Go on to both items 11a and 11b.* **NO** *Go on to item 11b.*

11a.

What decisions have students been involved in making this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

11b. How interested are you in developing, or developing further, this type of activity at your school? *Circle one.*

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this type of activity at my school.	Want to discuss needs and interests at my school that this type of activity addresses.	Like to know more about this.	

Please make sure that you have answered item 11b before going on to the next question.

APPENDIX A

STUDENT WORK-STUDY/INTERNSHIP/VOLUNTEER ACTIVITIES IN AGENCIES THAT SERVE CITIZEN INTERESTS

12. In curricular or extracurricular programs, does your school currently conduct or facilitate STUDENT WORK-STUDY/INTERNSHIP/ VOLUNTEER ACTIVITIES IN AGENCIES THAT SERVE CITIZEN INTERESTS,* e.g., municipal government, public welfare office, day care center? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 12a and item 12b.*

YES *Go on to both items 12a and 12b.* **NO** *Go on to item 12b.*

12a.

What agencies have students worked at this year?	What activities have students carried out this year?	How many hours in all has the average student given to an activity or study this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

12b. How interested are you in developing, or developing further, this type of activity at your school? *Circle one.*

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this type of activity at my school.	Want to discuss needs and interests at my school that this type of activity addresses.	Like to know more about this.	

Please make sure that you have answered item 12b before going on to the next question.

---

*Excluding business or commercial organizations.

SCHOOL USES A FORMAL TEST TO MEASURE STUDENTS' SOCIAL SKILLS, GROWTH, OR DEVELOPMENT

13. Does your school currently use a FORMAL TEST TO MEASURE STUDENTS' SOCIAL SKILLS, GROWTH, OR DEVELOPMENT, e.g., a social attitudes or values questionnaire, the Mooney checklist, an inventory of personal aptitudes, a kindergarten social readiness test? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 13a and item 13b.*

YES *Go on to both items 13a and 13b.* **NO** *Go on to item 13b.*

13a.

What is the name or the nature of the test(s)?	How often has the school administered the test this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

13b. How interested are you in developing, or developing further, this type of activity at your school? *Circle one.*

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this type of activity at my school.	Want to discuss needs and interests at my school that this type of activity addresses.	Like to know more about this.	

Please make sure that you have answered item 13b before going on to the next question.

APPENDIX A

INTERNATIONAL RELATIONS AND/OR GLOBAL PERSPECTIVES

14. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study of INTERNATIONAL RELATIONS AND/OR GLOBAL PERSPECTIVES? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 14a and item 14b.*

YES *Go on to both items 14a and 14b.* **NO** *Go on to item 14b.*

14b.

Name the course(s), seminar(s), unit(s), etc., the school has conducted this year.	What topics have pupils studied this year?	How often has the school conducted the course(s), unit(s), etc., this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

14b. How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this subject area at my school.	Want to discuss needs and interests at my school that this subject area addresses.	Like to know more about this.	

Please make sure that you have answered item 14b before going on to the next question.

APPENDIX A

STUDENTS CRITICALLY ANALYZE LOCAL AND NATIONAL MASS MEDIA

15. In curricular or extracurricular programs, do teachers at your school currently GIVE ASSIGNMENTS THAT ASK STUDENTS TO ANALYZE CRITICALLY LOCAL AND NATIONAL MASS MEDIA, e.g., evaluate a TV program, decide if a film is socially meaningful, criticize radio news reporting of a controversial issue or event? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 15a and item 15b.*

YES *Go on to both items 15a and 15b.* **NO** *Go on to item 15b.*

15a.

What issues have students analyzed this year?	What media were involved?	How often has an assignment been given this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

15b. How interested are you in developing, or developing further, this type of activity at your school? *Circle one.*

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this type of activity at my school.	Want to discuss needs and interests at my school that this type of activity addresses.	Like to know more about this.	

Please make sure that you have answered item 15b before going on to the next question.

APPENDIX A

IN-SERVICE WORKSHOPS ON THE EFFECTS OF TEACHER-STUDENT/ADMINISTRATOR-STUDENT INTERACTION ON STUDENTS' SOCIAL DEVELOPMENT

16. Does your school currently conduct IN-SERVICE WORKSHOPS FOR STAFF ON THE EFFECTS OF TEACHER-STUDENT/ADMINISTRATOR-STUDENT INTERACTION ON STUDENTS' SOCIAL DEVELOPMENT, e.g., workshops on democratic vs. authoritarian school climate, classroom management techniques, student disciplinary procedures, development of self-esteem. *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 16a and item 16b.*

YES *Go on to both items 16a and 16b.* **NO** *Go on to item 16b.*

16a.

What topics have been presented and discussed at workshop(s) this year?	How often have the workshop(s) been conducted this year?	What grades do participating teachers teach?	Roughly, what percent of teachers within each grade participated?

16b. How interested are you in developing, or developing further, this type of activity at your school? *Circle one.*

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this type of activity at my school.	Want to discuss needs and interests at my school that this type of activity addresses.	Like to know more about this.	

Please make sure that you have answered item 16b before going on to the next question.

17. What other citizen education activities, courses, units, etc., does your school currently conduct that you have not previously mentioned or described?

18. Please provide the following information:

a. Your professional position: ____________________

b. Approximate number of students at your school: ____________________

c. Grade(s) of the students who attend your school: *Circle all that apply.*

K 1 2 3 4 5 6 7 8 9 10 11 12

d. Is the region served by your school predominantly:

______ urban, ______ suburban, or ______ rural?

APPENDIX B

Data Collection Materials

Document 1: Initial Contact Letter from RBS to School Principals

Document 2: Cover Letter Accompanying Questionnaire

Document 3: Memorandum to School Principals from Dr. Frank S. Manchester, Commissioner for Basic Education, Pennsylvania

Document 4: Postcard Reminder Concerning the Return of the Questionnaire

APPENDIX B: Document 1

RESEARCH FOR BETTER SCHOOLS, INCORPORATED

April 12, 1978

What kinds of citizen education activities do you have at your school? Are your students debating consumers' rights? Do they study part-time at an environmental lab? Would courses on leadership or decision-making address student needs at your school? Are you interested in developing student projects in the mayor's office or other agencies serving citizen interests?

Research for Better Schools (RBS), an educational laboratory in Philadelphia, is looking for answers to these and other questions. At the present time, an information gap exists with respect to citizen education activities in schools across the nation. Under a grant from the National Institute of Education in Washington, RBS is surveying elementary and secondary school principals in Delaware, New Jersey, and Pennsylvania about citizen education activities at their schools. RBS is conducting the survey in cooperation with the Department of Education in each of these three states.

Principals of elementary, junior high/middle, and senior high schools in the tri-state region are participating in the survey. You have been selected as one of the participants. Each participant will be asked to respond (by mail) to questions about citizen education activities that his or her school currently conducts or is interested in developing. RBS will share a general statement of the findings with the participants and will use survey results, in conjunction with other information, in planning alternative models of citizen education.

During the week of April 17, we will send you a survey questionnaire. We look forward to your participation in this tri-state survey, and thank you for your assistance. If you have any questions, please call me collect (215 561-4100, ext. 259).

Sincerely,

Suzanne Root

Suzanne Root, Ed.D.
Survey Coordinator
Citizen Education

APPENDIX B: Document 2

RESEARCH FOR BETTER SCHOOLS, INCORPORATED

April 17, 1978

Enclosed please find the survey questionnaire we wrote you about on April 12, 1978. As we indicated, Research for Better Schools (RBS), an educational laboratory in Philadelphia, has a grant from the National Institute of Education to survey citizen education activities and interests in elementary and secondary schools in Delaware, New Jersey, and Pennsylvania. RBS is conducting the survey in cooperation with the Department of Education in each of these three states. The purpose of the survey is to identify citizen education activities that schools are currently conducting and also to determine what activities and subject areas in citizen education schools are interested in developing. RBS will use survey results, in conjunction with other information, in planning alternative models of citizen education.

The enclosed questionnaire asks you about citizen education activities that your school currently conducts as well as activities you might be interested in developing at your school. The questions include examples of citizen education activities that we have learned about. It is important to note that we do not expect that your school will have every activity mentioned in our questions. We include these examples merely for your consideration. We are interested in learning about the activities that you do have at your school, as well as activities you might be interested in developing.

The enclosed questionnaire has a code number. Please note that this number is for data collection and data processing purposes. We will use the code number to process the data. In reporting survey results, we will not report the names of any schools or school districts included in the survey, or associate any individual school with any data.

APPENDIX B: Document 2

We are asking you, as chief administrator of your school, to fill out the questionnaire because you are familiar with school activities, courses, projects, etc., at all grade levels, and you have a summative perspective of your school program. In filling out the questionnaire, you may wish to consult with someone on your staff who is also familiar with citizen education activities and interests at your school.

If you have any questions about the survey, please call me collect (215/561-4100, ext. 259). I'd be happy to speak with you. Kindly use the enclosed envelope to return your completed questionnaire at your earliest convenience.

Many thanks for helping us carry out this tri-state survey. We appreciate your giving us your time.

Sincerely,

Suzanne Root

Suzanne Root, Ed.D.
Survey Coordinator
Citizen Education

SR:th
Encl.

COMMONWEALTH OF PENNSYLVANIA

APPENDIX B: Document 3

SUBJECT: A Survey of Citizen Education

April 17, 1978

TO: Building Principal

FROM: Frank S. Manchester
Commissioner for Basic Education

A Philadelphia based Research and Development Laboratory, Research for Better Schools, has prepared the enclosed questionnaire. We hope the survey results will be of assistance as the Pennsylvania Department of Education integrates these findings with the data from Project 81 and Education Quality Assessment in planning future types of programs for the schools. The department is cooperating with RBS in this project as part of its concern for improving the quality of citizenship education.

Thank you for your cooperation in completing this survey.

APPENDIX B: Document 4

Postcard Reminder Concerning the Return of the Questionnaire

April 21, 1978

Dear Principal:

Recently we sent you a questionnaire concerning citizen education activities and interests at your school. We would appreciate your returning this questionnaire as soon as possible.

If you have already returned your completed questionnaire, please disregard this notice. Many thanks for your prompt response.

If you have not received a questionnaire, will you please call me collect (215/561-4100, ext. 259). We will send you another copy.

Thank you for your cooperation and assistance.

Sincerely,

Suzanne Root

Suzanne Root, Ed.D.
Survey Coordinator

APPENDIX C

Data Processing: Lists of Topics Counted and Not Counted with Each Citizen Education Item

Document 1: Item 1: Environmental Studies

Document 2: Item 2: Community Members at School

Document 3: Item 3: Multicultural Education

Document 4: Item 4: Citizen-Related Education

Document 5: Item 5: Law-Related Education

Document 6: Item 6: Social Action

Document 7: Item 7: Economics Education

Document 8/9: Item 8/9: Family Life Education

Document 10: Item 10: Moral/Ethical/Values Education

Document 11: Item 11: Student Involvement in School Governance

Document 12: Item 12: Student Activities in the Community

Document 13: Item 13: Measures of Social Development

Document 14: Item 14: Global Education

Document 15: Item 15: Analysis of Mass Media

Document 16: Item 16: In-Service on Students' Social Development

APPENDIX C: Document 1

Item 1

Environmental Studies

List of topics that were counted in this content area	List of topics that were not counted in this content area
environment	general science
environmental studies	botany
ecology	zoology
land use	life sciences
resource use	marine science
interrelationships among people, physical environment, and social/political/economic institutions in American culture	forestry
energy	biology
nuclear power	physics
electric power	geology
water power	geography
oil	earth science
off-shore drilling	space science
relationship between energy production and consumption and America's social/political/economic activity	science careers
conservation	vocational education-related environmental education
preservation	
recycling	
soil erosion	
surroundings	
habitat	
beautification	
reforestation	
polution (water, air, noise, traffic, industrial, urban)	
man-made pollution	
urban studies	
history of city growth	
urban development	
slums	
zoning	
city planning	
urban renewal	

Item 1 continued

Environmental Studies

List of topics that were counted in this content area	List of topics that were not counted in this content area
city neighborhood study population crowding housing patterns	

APPENDIX C: Document 2

Item 2

Community Members at School

List of topics that were counted in this type of activity	List of topics that were not counted in this type of activity
interchange between students/schools and community members on some issue/problem of community or citizen interest	art goes to school
educational experiences focusing on issues of citizen or community interest, structured and presented by community members	community members' presentations on their careers or jobs
ecology	basic skills
energy	medicine
environment	mental health
community health	personal health
health care system	dental health
community poison control	physiology
first aid	disease
drugs	anatomy
multicultural within American society	medical careers/health careers
safety (bike, fire, traffic, school bus)	
legal rights and responsibilities	
law	
crime	
criminal justice system	
city government	
government	
non-American cultures	
specific foreign countries	
world affairs	
student exchange programs	
consumerism	
consumer rights	
free enterprise	
taxes	
American economics	

APPENDIX C: Document 2

Item 2 continued

Community Members at School

List of topics that were counted in this type of activity	List of topics that were not counted in this type of activity
family life	
marriage	
child abuse	
child development	
adoption	

APPENDIX C: Document 3

Item 3

Multicultural Education

List of topics that were counted in this content area	List of topics that were not counted in this content area
contributions of various racial and ethnic groups to American society	international relations
Black studies	foreign cultures
Afro-American studies	history of western civilization
American Indian	world civilization
Eskimo	student exchange program abroad
Navajo tribe	Africa
any Indian tribe native to North America	African culture
Oriental studies	Aztecs
Asian-Americans	Mayans
Chinese in America	Incas
Chinatown in community	South American Indian tribes
Hispanic	
Spanish	
Puerto Rican	
Cuban	
Mexican	
Chicano	
ethnic holidays	
ethnic foods	
ethnic customs, rituals	
ethnic music	
minorities	
religious minorities	
ethnic minorities	
white ethnic minorities	
multi-ethnic	

APPENDIX C: Document 4

Item 4

Citizen related social and/or cognitive skills

List of topics that were counted in this content area	List of topics that were not counted in this content area
inquiry	basic skills
research	reading
select/organize information	writing
collect data	arithmetic
read tables/graphs/maps	communication arts
interpersonal skills	language arts
group process/discussion	science-based skills (e.g., dissection, meal planning)
parliamentary procedures	values clarification
listening skills	
conflict resolution	
leadership	
handling anger	
self control	
public speaking	
debates	
formulate problems	
test hypotheses	
plan	
forecast	
set goals	
generate alternatives	
critical thinking	
evaluation of data	
analysis	
synthesis	
assessing	
recognize propaganda	
consider consequences	
evaluate alternative courses of action	
interpret information/events/conditions (make judgments, making inferences, draw conclusions)	
decision-making	
problem-solving	
course selection	

APPENDIX C: Document 5

Item 5

Law-related Education

List of topics that were counted in this content area	List of topics that were not counted in this content area
exploration of law	political science/foreign country
government	world government
politics	world history
civics: exploration of formal structure and operations of American government (municipal, state, federal) and formal rights and responsibilities of citizens	comparative political systems
American history: exploration of past political/economic/social events and people involved in those events	ideology
law-related: exploration of American legal system, how to use the system, seeking justice through the system	international politics
problems of democracy: exploration of how formal and informal structures and activities in democratic systems mediate or resolve competing interests, political/economic/social dysfunctions, and changes in social and moral makeup of the population	political theory/philosophy
American/U.S. government/political science	
community history/organization	
elections	
voting	
resolution of social/economic/political issues	
politics	
political participation	
lobbying	
influencing executive and decisions	

APPENDIX C: Document 5

Item 5 continued

Law-related Education

List of topics that were counted in this content area	Lists of topics that were not counted in this content area
organizing to elect candidates	
collecting signatures for petitions	
judicial rights	
constitutional rights	
civil rights	
legal responsibilities	
student rights	
juvenile justice	

APPENDIX C: Document 6

Item 6

Social Action Serving Citizen Interest

List of topics that were counted in this type of activity	List of topics that were not counted in this type of activity
organization/facilitation of groups of students who initiate and carry out studies and activities that serve citizen interests	political action
environment/ecology projects	lobbying
tree planting	campaigning
recycling	career/job-related action
collecting tin cans/bottles/newapapers	peer tutoring
surveying community energy use or water pollution in the community	action that serves self-purpose or leads to self-aggrandizement or personal gain
community service/action project	
visiting elderly	
providing day care	
planning and carrying out recreation activities with kids	
assistance project for special groups (senior citizens, disadvantaged, exceptional children/adults)	
food distribution projects	
charity	
fund-raising	
bike-a-thon	
walk-a-thon	
walk-a-mile	
March of Dimes march	
school fair	
social/political action for community improvement	

APPENDIX C: Document 7

Item 7

American Economic System

List of topics that were counted in this content area	List of topics that were not counted in this content area
introduction to principles of American economics	comparative economic systems
free enterprise	communism
inflation	coins/currency/money
banking	career education-related economics
law of supply and demand	
production/distribution of goods and services	
agriculture	
manufacturing	
industry	
consumerism	
consumer rights	
right to redress for alleged fraud	
credit policies	
sales practices	
labor unions	
labor-management relations	
government influence on economy	
social security	
understanding our welfare system	
taxes	
medicare	
medicaid	
critical analysis of advertising	
influence of ads	

APPENDIX C: Document 8/9

Items 8 and 9

Family Life Education

List of topics that were counted in this content area	List of topics that were not counted in this content area
compositions and functions of different types of families	home economics
responsibilities of different family members	health
development of skills necessary to assume a role as a parent	reproduction
dating	VD
engagement	sex education
marriage	sexual behavior
sibling relationships	birth control
infidelity	planned parenthood
divorce	
dying	
death	
parenting	
human/child development	
home-family problems	
family planning, e.g., budget planning, career planning	
studies or family life	
extended family	
single-parent family	
family member roles	
male-female roles	

APPENDIX C: Document 10

Item 10

Moral/Ethical/Values Education

List of topics that were counted in this content area	List of topics that were not counted in this content area
exploration of the moral aspects of political, social, and economic activities and the values underlying those activities exploration of different models for developing and/or analyzing moral positions and values systems exploration of changes in the roles and stereotypes of American men and women and the political, social, and economic implications of those changes values clarification values analysis study of Bible/religion moral development respect caring for others helping others equity justice impartial treatment moral issues cheating honesty	only critical thinking mental health only decision-making

APPENDIX C: Document 11

Item 11

Student Involvement in School Governance

List of topics that were counted in this type of activity	List of topics that were not counted in this type of activity
involvement of students in making decisions that affect all the students in the school, beyond participation in making decisions regarding individual classroom activities or plans	student decisions affecting one class only
decisions concerning rules that govern routine	decisions regarding single class curriculum plan
ongoing school activities, e.g., personal conduct in the halls and on stairways	decisions regarding single class bulletin board
rules regarding discipline	decisions regarding single class field trip
playground conduct	
cafeteria	
bus conduct	
conduct in study hall or study	
hall procedures	
decisions that concern special events/single time events or extracurricular activities, e.g., inter-school competitions, school fund-raising events, schoolwide assemblies, school dances, schoolwide field trip	
decisions concerning schoolwide dress code	
decisions concerning space/facilities utilization, e.g., decisions re: traffic/parking, school/hall bulletin boards	
decisions concerning schoolwide curriculum	

APPENDIX C: Document 12

Item 12

Student Work-Study/Internship/Volunteer Activities in Community Agencies

List of topics that were counted in this type of activity	List of topics that were not counted in this type of activity
organization/facilitation of activities in the community that develop a sense of responsibility toward, involvement in, and impact on the local community educational experiences involving active participation in agencies serving citizen interest, e.g., ecology lab, day center care center, community health office volunteer services in hospitals health care center health care homes for aged or exceptional people internship/volunteer activities in law-related agencies, e.g., mayor's office, D.A's office, court, police station activities in social service agencies, e.g., public welfare office, community recreation center activities in educational agencies, e.g., tutoring, kindergarten aide	Career education/vocational education work-study activity student activity in business or commercial organization in community

APPENDIX C: Document 13

Item 13

Formal Tests of Social Skills, Growth Development

List of topics that were counted in this type of activity	List of topics that were not counted in this type of activity
pre-planned, school-administered, structured instrument that measures indices development and may or may not yield a score social development portion of Educational Quality Assessment Kingergarten Social Readiness Test Mooney Problem Check List inventory of personal/social aptitudes measures of social attitudes self-concept measure DUSO: development of understanding self and others	achievement tests IQ tests Metropolitan Achievement Test Scholastic Aptitude Test California Achievement Test Differential Aptitude Test Kuhlmann-Anderson Intelligence Test Otis-Lennon Mental Ability Test auditory/perceptual-motor/visual measures speech tests mesures of reading attitudes personality tests

APPENDIX C: Document 14

Item 14

International Relations and/or Global Perspectives Education

List of topics that were counted in this content area	List of topics that were not counted in this content area
implications of any single event or act for human conditions beyond U.S. boundaries	American history
interdependence of all cultures and societies	American civics
American foreign policy	American culture
study of specifically named foreign country(ies), foreign cultures, cities in other countries	U.S. geography
world cultures	multiethnic within the U.S. (e.g., Polish-American)
world trade	historical geography in America
world affairs	
world history	
model U.N.	
interdependence issues	
world civilization	
international relations	
international affairs	
current events on international topics	
international news topics	
historical geography/foreign country	
problems of developing countires, e.g., hunger, population, technology, agriculture	
international cultural exchange (e.g., student exchange, band competition)	

APPENDIX C: Document 15

Item 15

Critical Analysis of Mass Media

List of topics that were counted in this type of activity	List of topics that were not counted in this type of activity
assignments that ask students to critically analyze local and national mass media	media alone
assignments that seek to develop awareness of media techniques that are used to influence thought and behavior	hardware
environmental issues	technology
nuclear energy	
social issues	
busing	
abortion	
social security	
gun control	
prison reform	
capital punishment	
crime rate	
multi-ethnic issues	
evaluating effects of media on thinking/behavior	
law	
government-related issues	
elections	
constitution	
courts	
legislation	
judicial/constitutional rights and responsibilities	
political participation	
Bill of Rights	
global/foreign affairs	
Panama Canal	
economic issues	
job opportunities	
supply and demand	
advertising	
analyze/evaluate mass media	

APPENDIX C: Document 16

Item 16

In-Service Education on Students' Social Development

List of topics that were counted in this type of activity	List of topics that were not counted in this type of activity
in service workshops, conferences, training sessions on the effects of interaction between teachers and students and between administrators and students on students' social development	in-service training for academic subjects
social development	
classroom management	
classromm student discipline	
child abuse	
communications	
interactions	

APPENDIX D

Letter from Pennsylvania Department of Education

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
BOX 911, HARRISBURG, PA. 17126

April 14, 1978

Dr. Suzanne Root
Research for Better Schools
Suite 1700
Market Street
Philadelphia, PA 19013

Dear Dr. Root:

This letter acknowledges that the Pennsylvania Department of Education will cooperate with Research for Better Schools in conducting a survey of Citizenship Education in Pennsylvania. Citizenship Education is a priority in our state and we believe the survey will assist us in defining needs and improving Citizenship Education curriculum and instruction. This cooperative venture utilizing the expertise of Research for Better Schools in cooperation with the Bureau of Curriculum Services holds much promise for improving Citizenship Education competencies of students in our schools.

Thank you for your efforts.

Sincerely yours,

Robert L Schell

Robert L. Schell
Senior Program Adviser
Social Studies
Bureau of Curriculum Services
Telephone: 717-787-6743

APPENDIX E

Certificate of Approval
Research for Better Schools, Inc.
Institutional Review Board

APPENDIX E

RESEARCH FOR BETTER SCHOOLS, INCORPORATED

CERTIFICATE OF APPROVAL
INSTITUTIONAL REVIEW BOARD
OF
RESEARCH FOR BETTER SCHOOLS, INC.

As members of the Institutional Review Board for the Protection of Human Subjects, we reviewed and approved the Tri-State Citizen Education Survey. This certificate is signed in accordance with the July 25, 1975 Institutional Assurance approved by the Department of Health, Education and Welfare.

J. Helmstadter
Sylvester L. [illegible]
Henry M. Brickell

Member(s) of the Review Board

6/28/79
Date

This survey was approved during an April 17th conference call with review board members.

A SURVEY OF CITIZEN EDUCATION ACTIVITIES AND INTERESTS IN ELEMENTARY, MIDDLE/JUNIOR HIGH, AND SENIOR HIGH SCHOOLS

IN

PENNSYLVANIA

FINAL REPORT

VOLUME 2: TABLES

Submitted to

National Institute of Education

by

Research for Better Schools, Inc.
Suite 1700/1700 Market Street
Philadelphia, Pennsylvania 19103

July 31, 1978

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TABLE A.1

NUMBER OF SCHOOLS RESPONDING BY SCHOOL LEVEL AND ENROLLMENT

	School level			
Enrollment[a]	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	63	23	6	92
501 - 750	30	42	22	94
751 - 1000	6	28	24	58
1001 - 1500	4	19	32	55
Over 1500	1	2	17	20
Data not available	1	5	2	8
Total	105	119	103	327

[a] Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

DEMOGRAPHIC TABLES

TABLE A.2

NUMBER OF SCHOOLS RESPONDING
BY SCHOOL LEVEL AND NATURE OF REGION

	School level			
Nature of region[a]	Elementary	Middle or junior high	Senior high	All levels
Urban	15	31	19	65
Suburban	37	45	35	117
Rural	48	29	43	120
Combination	4	11	4	19
Data not available	1	3	2	6
Total	105	119	103	327

[a] The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

TABLE A.3

NUMBER OF RESPONDENTS BY SCHOOL LEVEL AND PROFESSIONAL POSITION

	School level			
Professional position	Elementary	Middle or junior high	Senior high	All levels
Principal	81	100	81	262
Assistant principal	0	7	10	17
Teacher	15	0	0	15
Guidance counselor	0	4	1	5
Chairperson, social studies department	0	0	5	5
Other	8	4	3	15
Data not available	1	4	3	8
Total	105	119	103	327

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ITEM 1

ENVIRONMENTAL STUDIES

ENVIRONMENTAL STUDIES

1. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to ENVIRONMENTAL STUDIES, e.g., sources and control of pollution, energy conservation, beautifying the environment, population and crowding. *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 1a and item 1b.*

YES *Go on to both items 1a and 1b.*　　　**NO** *Go on to item 1b.*

1a.

Name the course(s), seminar(s) unit(s), etc., the school has conducted this year.	What topics have pupils studied this year?	How often has the school conducted the course(s), unit(s), etc., this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

1b. How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this subject area at my school.	Want to discuss needs and interests at my school that this subject area addresses.	Like to know more about this.	

TABLE 1.1

PER CENT OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO ENVIRONMENTAL STUDIES, BY SCHOOL LEVEL

Number of activities[a]	School level			
	Elementary	Middle or junior high	Senior high	All levels
None	63.8	56.3	37.9	52.9
One	24.8	24.4	37.9	28.7
Two	5.7	11.8	10.7	9.5
Three	3.8	5.0	6.8	5.2
Four	1.9	1.7	2.9	2.1
Five	0.0	0.8	1.9	0.9
Six	0.0	0.0	1.0	0.3
Seven	0.0	0.0	1.0	0.3
Eight	0.0	0.0	0.0	0.0
Nine or more	0.0	0.0	0.0	0.0
Number of schools responding........	105	119	103	327
Mean number of activities........	0.55	0.74	1.14	0.80
Standard error of the mean.......	0.09	0.10	0.14	0.06

---

[a] For this item, the number of activities was the number of courses, seminars, units, etc. which the school had conducted during the year.

TABLE 1.2

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO ENVIRONMENTAL STUDIES, BY SCHOOL LEVEL AND ENROLLMENT

	School level			
Enrollment[a]	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	33.3	43.5	33.3	35.9
501 - 750	46.7	40.5	59.1	46.8
751 - 1000	16.7	50.0	54.2	48.3
1001 - 1500	25.0	36.8	75.0	58.2
Over 1500	100.0	50.0	64.7	65.0
All enrollments....	36.5	43.0	52.4	47.0
Number of schools responding.........	104	114	101	319
Kendall's Tau C significance[b]......	no	no	no	yes

[a] Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[b] For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report.

TABLE 1.3

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO ENVIRONMENTAL STUDIES, BY SCHOOL LEVEL AND NATURE OF REGION

	School level			
Nature of region[a]	Elementary	Middle or junior high	Senior high	All levels
Urban	33.3	35.5	63.2	43.1
Suburban	43.2	46.7	71.4	53.0
Rural	33.3	37.9	51.2	40.8
Combination	25.0	54.5	75.0	52.6
All regions.......	36.5	42.2	61.4	46.4
Number of schools responding........	104	116	101	321
Chi square significance[b]......	no	no	no	no

[a] The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[b] For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 1.4

PER CENT OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST IN DEVELOPING ACTIVITIES DEVOTED TO ENVIRONMENTAL STUDIES, BY SCHOOL LEVEL

Degree of interest	School level Elementary	 Middle or junior high	 Senior high	 All levels
Very interested	20.4	20.5	21.3	20.7
Interested	39.8	33.9	37.2	36.8
Somewhat interested	31.6	41.1	27.7	33.9
Not interested	8.2	4.5	13.8	8.6
Number of schools responding.........	98	112	94	304
Mean degree of interest[a]........	2.72	2.71	2.66	2.70
Standard error of the mean.......	0.09	0.08	0.10	0.05

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

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TABLE 1.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO ENVIRONMENTAL STUDIES, BY SCHOOL LEVEL AND ENROLLMENT[a]

	School Level			
Enrollment[b]	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	2.66	2.45	2.83	2.62
501 - 750	2.86	2.77	2.67	2.77
751 - 1000	2.40	2.56	2.62	2.57
1001 - 1500	2.75	3.00	2.50	2.69
Over 1500	4.00	2.50	2.79	2.82
All enrollments.....	2.72	2.68	2.63	2.68
Number of schools responding..........	97	107	92	296
Analysis of variance significance[c]........	no	no	no	no

---

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b] Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[c] For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 1.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO ENVIRONMENTAL STUDIES, BY SCHOOL LEVEL AND NATURE OF REGION[a]

Nature of region[b]	Elementary	Middle or junior high	Senior high	All levels
	School level			
Urban	2.47	2.93	2.59	2.71
Suburban	2.71	2.57	2.57	2.61
Rural	2.80	2.52	2.76	2.71
Combination	3.00	3.11	2.75	3.00
All regions.........	2.72	2.69	2.66	2.69
Number of schools responding..........	97	109	92	298
Analysis of variance significance[c].......	no	no	no	no

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b] The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[c] For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

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ITEM 2

COMMUNITY MEMBERS AT SCHOOL

COMMUNITY MEMBERS COME TO SCHOOL

2. In curricular or extracurricular programs, does your school currently invite COMMUNITY MEMBERS TO COME TO SCHOOL TO SPEAK OR WORK WITH STUDENTS ON TOPICS RELATED TO CITIZEN EDUCATION, e.g., a police officer reviews traffic and safety rules, a stock broker explains the stock exchange, an ecologist assists students with a conservation project? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 2a and item 2b.*

YES *Go on to both items 2a and 2b.* NO *Go on to item 2b.*

2a.

What community members have come to school this year?	What topics have community members presented?	How often have community members come to school this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

2b. How interested are you in developing, or developing further, this type of activity at your school? *Circle one.*

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this type of activity at my school.	Want to discuss needs and interests at my school that this type of activity addresses.	Like to know more about this.	

TABLE 2.1

PER CENT OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO COMMUNITY MEMBERS AT SCHOOL, BY SCHOOL LEVEL

Number of activities[a]	School level			
	Elementary	Middle or junior high	Senior high	All levels
None	21.0	32.8	24.3	26.3
One	22.9	21.8	17.5	20.8
Two	21.0	17.6	17.5	18.7
Three	19.0	15.1	22.3	18.7
Four	10.5	11.8	7.8	10.1
Five	1.9	0.8	3.9	2.1
Six	2.9	0.0	3.9	2.1
Seven	1.0	0.0	1.0	0.6
Eight	0.0	0.0	0.0	0.0
Nine or more	0.0	0.0	1.9	0.6
Number of schools responding........	105	119	103	327
Mean number of activities........	1.97	1.54	2.17	1.88
Standard error of the mean.......	0.16	0.13	0.19	0.09

---

[a] For this item, the number of activities was the number of community members who came to school during the year to speak or work with students on topics related to citizen education.

TABLE 2.2

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO COMMUNITY MEMBERS AT SCHOOL, BY SCHOOL LEVEL AND ENROLLMENT

	School level			
Enrollment[a]	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	77.8	52.2	83.3	71.7
501 - 750	83.3	66.7	72.7	73.4
751 - 1000	66.7	67.9	66.7	67.2
1001 - 1500	100.0	73.7	84.4	81.8
Over 1500	100.0	100.0	76.5	80.0
All enrollments....	79.8	65.8	76.2	73.7
Number of schools responding.........	104	114	101	319
Kendall's Tau C significance[b]......	no	no	no	no

---

[a] Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[b] For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report.

TABLE 2.3

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO COMMUNITY MEMBERS AT SCHOOL, BY SCHOOL LEVEL AND NATURE OF REGION

	School level			
Nature of region[a]	Elementary	Middle or junior high	Senior high	All levels
Urban	93.3	74.2	78.9	80.0
Suburban	78.4	64.4	74.3	71.8
Rural	75.0	58.6	72.1	70.0
Combination	100.0	72.7	100.0	84.2
All regions.......	79.8	66.4	75.2	73.5
Number of schools responding........	104	116	101	321
Chi square significance[b]......	no	no	no	no

---

[a] The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[b] For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 2.4

PER CENT OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST IN DEVELOPING ACTIVITIES DEVOTED TO COMMUNITY MEMBERS AT SCHOOL, BY SCHOOL LEVEL

	School level			
Degree of interest	Elementary	Middle or junior high	Senior high	All levels
Very interested	33.0	34.5	25.8	31.3
Interested	47.4	37.3	39.2	41.1
Somewhat interested	14.4	25.5	23.7	21.4
Not interested	5.2	2.7	11.3	6.3
Number of schools responding.........	97	110	97	304
Mean degree of interest[a].......	3.08	3.04	2.79	2.97
Standard error of the mean........	0.08	0.08	0.10	0.05

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

TABLE 2.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO COMMUNITY MEMBERS AT SCHOOL, BY SCHOOL LEVEL AND ENROLLMENT[a]

	School level			
Enrollment[b]	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	3.12	2.82	2.79	3.02
501 - 750	3.04	2.89	2.75	2.89
751 - 1000	3.00	2.96	2.83	2.91
1001 - 1500	3.00	3.39	2.90	3.08
Over 1500	4.00	3.50	2.56	2.74
All enrollments.....	3.08	2.99	2.79	2.96
Number of schools responding..........	96	105	95	296
Analysis of variance significance[c]........	no	no	no	no

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b] Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[c] For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 2.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO COMMUNITY MEMBERS AT SCHOOL, BY SCHOOL LEVEL AND NATURE OF REGION[a]

	School level			
Nature of region[b]	Elementary	Middle or junior high	Senior high	All levels
Urban	3.00	3.34	3.05	3.17
Suburban	3.09	2.91	2.72	2.91
Rural	3.12	2.69	2.78	2.89
Combination	3.00	3.33	2.25	3.00
All regions..........	3.08	3.00	2.79	2.96
Number of schools responding..........	96	107	96	299
Analysis of variance significance[c].......	no	yes	no	no

---

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b] The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[c] For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

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ITEM 3

MULTICULTURAL EDUCATION

CULTURE AND CONTRIBUTIONS OF DIFFERENT ETHNIC AND RACIAL GROUPS IN OUR SOCIETY

3. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, projects, seminars, units, etc., especially devoted to the study of the CULTURE AND CONTRIBUTIONS OF DIFFERENT ETHNIC AND RACIAL GROUPS IN OUR SOCIETY? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 3a and item 3b.*

YES *Go on to both items 3a and 3b.* **NO** *Go on to item 3b.*

3a.

Name the course(s), seminar(s), unit(s), etc., the school has conducted this year.	What topics have pupils studied this year?	How often has the school conducted the course(s), unit(s), etc., this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

3b. How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this subject area at my school.	Want to discuss needs and interests at my school that this subject area addresses.	Like to know more about this.	

TABLE 3.1

PER CENT OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO MULTICULTURAL EDUCATION, BY SCHOOL LEVEL

Number of activities[a]	School level Elementary	 Middle or junior high	 Senior high	 All levels
None	82.9	67.2	59.2	69.7
One	11.4	21.8	27.2	20.2
Two	2.9	5.0	7.8	5.2
Three	0.0	4.2	4.9	3.1
Four	1.0	1.7	1.0	1.2
Five	1.0	0.0	0.0	0.3
Six	1.0	0.0	0.0	0.3
Seven	0.0	0.0	0.0	0.0
Eight	0.0	0.0	0.0	0.0
Nine or more	0.0	0.0	0.0	0.0
Number of schools responding........	105	119	103	327
Mean number of activities........	0.31	0.51	0.61	0.48
Standard error of the mean.......	0.09	0.08	0.09	0.05

---

[a] For this item, the number of activities was the number of courses, seminars, units, etc. which the school had conducted during the year.

TABLE 3.2

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO MULTICULTURAL EDUCATION, BY SCHOOL LEVEL AND ENROLLMENT

	School level			
Enrollment[a]	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	17.5	21.7	33.3	19.6
501 - 750	16.7	26.2	27.3	23.4
751 - 1000	16.7	42.9	29.2	34.5
1001 - 1500	25.0	36.8	50.0	43.6
Over 1500	0.0	50.0	58.8	55.0
All enrollments....	17.3	31.6	40.6	29.8
Number of schools responding.........	104	114	101	319
Kendall's Tau C significance[b]......	no	no	yes	no

---

[a] Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[b] For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report.

TABLE 3.3

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO MULTICULTURAL EDUCATION, BY SCHOOL LEVEL AND NATURE OF REGION

	School level			
Nature of region[a]	Elementary	Middle or junior high	Senior high	All levels
Urban	20.0	41.9	52.6	40.0
Suburban	21.6	42.2	45.7	36.8
Rural	12.5	13.8	30.2	19.2
Combination	25.0	18.2	50.0	26.3
All regions.......	17.3	32.8	40.6	30.2
Number of schools responding........	104	116	101	321
Chi square significance[b]......	no	yes	no	yes

---

[a] The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[b] For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 3.4

PER CENT OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST IN DEVELOPING ACTIVITIES DEVOTED TO MULTICULTURAL EDUCATION, BY SCHOOL LEVEL

	School level			
Degree of interest	Elementary	Middle or junior high	Senior high	All levels
Very interested	12.9	15.7	13.7	14.2
Interested	44.1	34.8	31.6	36.6
Somewhat interested	29.0	34.8	34.7	33.0
Not interested	14.0	14.8	20.0	16.2
Number of schools responding.........	93	115	95	303
Mean degree of interest[a]........	2.56	2.51	2.39	2.49
Standard error of the mean........	0.09	0.87	0.10	0.05

---

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

TABLE 3.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF SCTIVITIES DEVOTED TO MULTICULTURAL EDUCATION, BY SCHOOL LEVEL AND ENROLLMENT[a]

Enrollment[b]	School level Elementary	 Middle or junior high	 Senior high	 All levels
500 or fewer	2.69	2.30	2.67	2.58
501 - 750	2.32	2.41	2.14	2.32
751 - 1000	2.50	2.67	2.30	2.50
1001 - 1500	2.75	2.58	2.54	2.57
Over 1500	3.00	2.00	2.53	2.50
All enrollments.....	2.58	2.47	2.40	2.48
Number of schools responding..........	92	110	93	295
Analysis of variance significance[c].......	no	no	no	no

---

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b] Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[c] For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 3.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO MULTICULTURAL EDUCATION, BY SCHOOL LEVEL AND NATURE OF REGION[a]

	School level			
Nature of region[b]	Elementary	Middle or junior high	Senior high	All levels
Urban	2.67	2.93	2.74	2.81
Suburban	2.57	2.36	2.39	2.42
Rural	2.56	2.22	2.15	2.33
Combination	2.50	2.60	3.25	2.72
All regions.........	2.58	2.50	2.40	2.49
Number of schools responding..........	92	112	93	297
Analysis of variance significance[c].......	no	yes	yes	yes

---

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b] The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[c] For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

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ITEM 4

CITIZEN-RELATED SOCIAL AND/OR COGNITIVE SKILLS

CITIZEN-RELATED PROCESS SKILLS

4 In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study and development of CITIZEN RELATED PROCESS SKILLS, e.g., a course on leadership, a unit on critical thinking, student debates on current issues, a set of exercises on planning or inquiry skills? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 4a and item 4b.*

YES *Go on to both items 4a and 4b.*

NO *Go on to item 4b.*

4a.

Name the course(s), unit(s), etc., the school has conducted this year	What skills have the course(s), unit(s), etc., helped students develop?	How often has the school conducted the course(s), unit(s), etc., this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

4b. How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this subject area at my school.	Want to discuss needs and interests at my school that this subject area addresses.	Like to know more about this.	

TABLE 4.1

PER CENT OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO CITIZEN-RELATED SOCIAL AND/OR COGNITIVE SKILLS, BY SCHOOL LEVEL

Number of activities[a]	School level			
	Elementary	Middle or junior high	Senior high	All levels
None	88.6	76.5	62.1	75.8
One	8.6	21.8	28.2	19.6
Two	1.9	0.8	6.8	3.1
Three	1.0	0.0	1.0	0.6
Four	0.0	0.0	1.0	0.3
Five	0.0	0.8	1.0	0.6
Six	0.0	0.0	0.0	0.0
Seven	0.0	0.0	0.0	0.0
Eight	0.0	0.0	0.0	0.0
Nine or more	0.0	0.0	0.0	0.0
Number of schools responding........	105	119	103	327
Mean number of activities........	0.15	0.28	0.53	0.32
Standard error of the mean.......	0.04	0.06	0.09	0.04

[a] For this item, the number of activities was the number of courses, seminars, units, etc. which the school had conducted during the year.

TABLE 4.2

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO CITIZEN-RELATED SOCIAL AND/OR COGNITIVE SKILLS, BY SCHOOL LEVEL AND ENROLLMENT

	School level			
Enrollment[a]	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	6.3	17.4	16.7	9.8
501 - 750	26.7	21.4	50.0	29.8
751 - 1000	0.0	32.1	29.2	27.6
1001 - 1500	0.0	26.3	34.4	29.1
Over 1500	0.0	0.0	47.1	40.0
All enrollments....	11.5	23.7	37.6	24.1
Number of schools responding.........	104	114	101	319
Kendall's Tau C significance[b]......	no	no	no	yes

[a] Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[b] For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report.

TABLE 4.3

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO CITIZEN-RELATED SOCIAL AND/OR COGNITIVE SKILLS, BY SCHOOL LEVEL AND NATURE OF REGION

	School level			
Nature of region[a]	Elementary	Middle or junior high	Senior high	All levels
Urban	6.7	16.1	26.3	16.9
Suburban	13.5	35.6	28.6	26.5
Rural	8.3	13.8	48.8	24.2
Combination	50.0	18.2	50.0	31.6
All regions.......	11.5	23.3	37.6	24.0
Number of schools responding........	104	116	101	321
Chi square significance[b]......	no	no	no	no

[a] The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[b] For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 4.4

PER CENT OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST IN DEVELOPING ACTIVITIES DEVOTED TO CITIZEN-RELATED SOCIAL AND/OR COGNITIVE SKILLS, BY SCHOOL LEVEL

	School level			
Degree of interest	Elementary	Middle or junior high	Senior high	All levels
Very interested	15.1	17.3	17.2	16.6
Interested	29.0	38.2	32.3	33.4
Somewhat interested	41.9	36.4	37.6	38.5
Not interested	14.0	8.2	12.9	11.5
Number of schools responding.........	93	110	93	296
Mean degree of interest[a]........	2.45	2.65	2.54	2.55
Standard error of the mean........	0.09	0.08	0.10	0.05

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

TABLE 4.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO CITIZEN-RELATED SOCIAL AND/OR COGNITIVE SKILLS, BY SCHOOL LEVEL AND ENROLLMENT[a]

	School level			
Enrollment[b]	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	2.54	2.65	3.00	2.60
501 - 750	2.31	2.74	2.50	2.54
751 - 1000	2.40	2.44	2.50	2.46
1001 - 1500	2.33	2.44	2.48	2.46
Over 1500	3.00	3.00	2.64	2.71
All enrollments.....	2.46	2.60	2.55	2.54
Number of schools responding..........	92	105	91	288
Analysis of variance significance[c].......	no	no	no	no

---

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b] Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[c] For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 4.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO CITIZEN-RELATED SOCIAL AND/OR COGNITIVE SKILLS, BY SCHOOL LEVEL AND NATURE OF REGION[a]

	School level			
Nature of region	Elementary	Middle or junior high	Senior high	All levels
Urban	2.62	2.83	2.89	2.80
Suburban	2.52	2.69	2.42	2.56
Rural	2.38	2.37	2.45	2.40
Combination	2.25	2.44	2.67	2.44
All regions.........	2.46	2.63	2.53	2.54
Number of schools responding..........	92	107	92	291
Analysis of variance significance[c].......	no	no	no	yes

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b] The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[c] For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

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ITEM 5

LAW-RELATED EDUCATION

INDIVIDUAL AND/OR PUBLIC LEGAL RIGHTS AND RESPONSIBILITIES IN A DEMOCRATIC SOCIETY

5. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study of INDIVIDUAL AND/OR PUBLIC LEGAL RIGHTS AND RESPONSIBILITIES IN A DEMOCRATIC SOCIETY, e.g., a course on civics, a unit on problems of democracy, a project on community history, etc., beyond requirements established by the state? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 5a and item 5b.*

YES *Go on to both items 5a and 5b.* **NO** *Go on to item 5b.*

5a.

Name the course(s), seminar(s), unit(s), etc., the school has conducted this year	What topics have pupils studied this year?	How often has the school conducted the course(s), unit(s), etc., this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

5b. How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this subject area at my school.	Want to discuss needs and interests at my school that this subject area addresses.	Like to know more about this.	

TABLE 5.1

PER CENT OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO LAW-RELATED EDUCATION, BY SCHOOL LEVEL

Number of activities[a]	School level Elementary	 Middle or junior high	 Senior high	 All levels
None	81.0	56.3	30.1	56.0
One	13.3	28.6	34.0	25.4
Two	4.8	10.9	21.4	12.2
Three	1.0	2.5	11.7	4.9
Four	0.0	1.7	1.9	1.2
Five	0.0	0.0	1.0	0.3
Six	0.0	0.0	0.0	0.0
Seven	0.0	0.0	0.0	0.0
Eight	0.0	0.0	0.0	0.0
Nine or more	0.0	0.0	0.0	0.0
Number of schools responding........	105	119	103	327
Mean number of activities........	0.26	0.65	1.24	0.71
Standard error of the mean.......	0.06	0.08	0.11	0.05

[a] For this item, the number of activities was the number of courses, seminars, units, etc. which the school had conducted during the year.

TABLE 5.2

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO LAW-RELATED EDUCATION, BY SCHOOL LEVEL AND ENROLLMENT

	School level			
Enrollment[a]	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	19.0	34.8	33.3	23.9
501 - 750	23.3	42.9	68.2	42.6
751 - 1000	16.7	46.4	70.8	53.4
1001 - 1500	0.0	36.8	78.1	58.2
Over 1500	0.0	50.0	76.5	70.0
All enrollments....	19.2	41.2	71.3	43.6
Number of schools responding.........	104	114	101	319
Kendall's Tau C significance[b]......	no	no	yes	yes

[a] Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[b] For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report.

TABLE 5.3

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO LAW-RELATED EDUCATION, BY SCHOOL LEVEL AND NATURE OF REGION

	School level			
Nature of region[a]	Elementary	Middle or junior high	Senior high	All levels
Urban	6.7	45.2	78.9	46.2
Suburban	32.4	44.4	71.4	48.7
Rural	12.5	31.0	65.1	35.8
Combination	25.0	54.5	75.0	52.6
All regions.......	19.2	42.2	70.3	43.6
Number of schools responding........	104	116	101	321
Chi square significance[b]......	no	no	no	no

---

[a] The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[b] For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 5.4

PER CENT OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST IN DEVELOPING ACTIVITIES DEVOTED TO LAW-RELATED EDUCATION, BY SCHOOL LEVEL

	School level			
Degree of interest	Elementary	Middle or junior high	Senior high	All levels
Very interested	16.7	20.9	18.6	18.9
Interested	21.1	39.1	39.2	33.7
Somewhat interested	41.1	30.9	28.9	33.3
Not interested	21.1	9.1	13.4	14.1
Number of schools responding.........	90	110	97	297
Mean degree of interest[a]........	2.33	2.72	2.63	2.57
Standard error of the mean........	0.10	0.09	0.10	0.06

---

[a] The mean degree of interest was calculated using the following scale values.

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

TABLE 5.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO LAW-RELATED EDUCATION, BY SCHOOL LEVEL AND ENROLLMENT[a]

Enrollment[b]	School level Elementary	Middle or junior high	Senior high	All levels
500 or fewer	2.31	2.45	2.83	2.39
501 - 750	2.27	2.68	2.55	2.52
751 - 1000	2.60	2.70	2.71	2.70
1001 - 1500	2.67	2.83	2.57	2.67
Over 1500	3.00	2.00	2.75	2.68
All enrollments.....	2.34	2.66	2.65	2.56
Number of schools responding..........	89	105	96	290
Analysis of variance significance[c].......	no	no	no	no

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b] Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[c] For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 5.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO LAW-RELATED EDUCATION, BY SCHOOL LEVEL AND NATURE OF REGION[a]

	School level			
Nature of region[b]	Elementary	Middle or junior high	Senior high	All levels
Urban	2.23	3.00	3.17	2.88
Suburban	2.41	2.65	2.61	2.56
Rural	2.32	2.46	2.49	2.42
Combination	2.25	2.50	2.25	2.38
All regions.........	2.34	2.68	2.65	2.57
Number of schools responding..........	89	107	96	292
Analysis of variance significance[c].......	no	no	no	yes

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b] The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[c] For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

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ITEM 6

SOCIAL ACTION

SOCIAL ACTION GROUPS OF STUDENTS WHO INITIATE AND CARRY OUT STUDIES AND ACTIVITIES SERVING CITIZEN INTERESTS

6. In curricular or extracurricular programs, does your school currently organize or facilitate SOCIAL ACTION GROUPS OF STUDENTS WHO INITIATE AND CARRY OUT STUDIES AND ACTIVITIES SERVING CITIZEN INTERESTS, e.g., students survey community members on the use of energy resources at home, students plant trees in the community, students lobby at city hall on current issues, students establish a consumer complaint center and attempt to find redress for victims of alleged fraud? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 6a and item 6b.*

YES *Go on to both items 6a and 6b.* **NO** *Go on to item 6b.*

6a.

What studies or activities have pupils carried out this year?	How often have pupils carried out a study or activity this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

6b. How interested are you in developing, or developing further, this type of activity at your school? *Circle one.*

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this type of activity at my school.	Want to discuss needs and interests at my school that this type of activity addresses.	Like to know more about this.	

TABLE 6.1

PER CENT OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO SOCIAL ACTION, BY SCHOOL LEVEL

Number of activities[a]	School level Elementary	 Middle or junior high	 Senior high	 All levels
None	82.9	74.8	64.1	74.0
One	8.6	12.6	20.4	13.8
Two	7.6	6.7	5.8	6.7
Three	1.0	3.4	4.9	3.0
Four	0.0	1.7	2.9	1.5
Five	0.0	0.8	1.9	0.9
Six	0.0	0.0	0.0	0.0
Seven	0.0	0.0	0.0	0.0
Eight	0.0	0.0	0.0	0.0
Nine or more	0.0	0.0	0.0	0.0
Number of schools responding........	105	119	103	327
Mean number of activities........	0.27	0.47	0.68	0.47
Standard error of the mean.......	0.06	0.09	0.12	0.05

---

[a] For this item, the number of activities was the number of studies or activities which pupils carried out this year.

TABLE 6.2

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO SOCIAL ACTION, BY SCHOOL LEVEL AND ENROLLMENT

Enrollment[a]	School level Elementary	Middle or junior high	Senior high	All levels
500 or fewer	17.5	17.4	16.7	17.4
501 - 750	16.7	21.4	27.3	21.3
751 - 1000	0.0	28.6	45.8	32.8
1001 - 1500	25.0	36.8	40.6	38.2
Over 1500	100.0	0.0	35.3	35.0
All enrollments....	17.3	24.6	36.6	26.0
Number of schools responding.........	104	114	101	319
Kendall's Tau C significance[b]......	no	no	no	yes

[a] Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[b] For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report.

TABLE 6.3

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO SOCIAL ACTION, BY SCHOOL LEVEL AND NATURE OF REGION

	School level			
Nature of region[a]	Elementary	Middle or junior high	Senior high	All levels
Urban	6.7	29.0	31.6	24.6
Suburban	21.6	22.0	42.9	28.2
Rural	16.7	24.1	34.9	25.0
Combination	25.0	27.3	25.0	26.3
All regions.......	17.3	25.0	36.6	26.2
Number of schools responding........	104	116	101	321
Chi square significance[b].....	no	no	no	no

---

[a] The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[b] For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

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TABLE 6.4

PER CENT OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST IN DEVELOPING ACTIVITIES DEVOTED TO SOCIAL ACTION, BY SCHOOL LEVEL

	School level			
Degree of interest	Elementary	Middle or junior high	Senior high	All levels
Very interested	8.5	9.3	12.4	10.0
Interested	28.7	35.2	30.3	31.6
Somewhat interested	31.9	39.8	36.0	36.1
Not interested	30.9	15.7	21.3	22.3
Number of schools responding.........	94	108	89	291
Mean degree of interest[a]........	2.15	2.38	2.34	2.29
Standard error of the mean........	0.10	0.08	0.10	0.05

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

TABLE 6.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO SOCIAL ACTION, BY SCHOOL LEVEL AND ENROLLMENT[a]

Enrollment[b]	School level			
	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	2.12	2.24	2.40	2.17
501 - 750	2.08	2.44	2.20	2.27
751 - 1000	2.40	2.36	2.43	2.40
1001 - 1500	2.25	2.26	2.12	2.19
Over 1500	4.00	2.00	2.73	2.72
All enrollments.....	2.15	2.34	2.34	2.28
Number of schools responding..........	93	103	88	284
Analysis of variance significance[c].......	no	no	no	no

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b] Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[c] For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 6.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO SOCIAL ACTION, BY SCHOOL LEVEL AND NATURE OF REGION

Nature of region[b]	School level			
	Elementary	Middle or junior high	Senior high	All levels
Urban	2.00	2.63	2.69	2.49
Suburban	2.03	2.26	2.23	2.18
Rural	2.34	2.16	2.21	2.25
Combination	1.75	2.60	3.25	2.56
All regions.........	2.15	2.36	2.35	2.29
Number of schools responding..........	93	105	88	286
Analysis of variance significance[c].......	no	no	no	no

---

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b] The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[c] For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

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ITEM 7

ECONOMICS EDUCATION

AMERICAN ECONOMIC SYSTEM

7. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study of the AMERICAN ECONOMIC SYSTEM, e.g., free enterprise, consumers' rights, law of supply and demand, influence of advertising on consumer purchasing, budgeting, credit, labor-management relations, banking, taxation, etc.? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 7a and item 7b.*

YES *Go on to both items 7a and 7b.* **NO** *Go on to item 7b.*

7a.

Name the course(s), seminar(s), unit(s), etc., the school has conducted this year.	What topics have pupils studied this year?	How often has the school conducted the course(s), unit(s), etc., this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

7b. How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this subject area at my school.	Want to discuss needs and interests at my school that this subject area addresses.	Like to know more about this.	

TABLE 7.1

PER CENT OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO ECONOMICS EDUCATION, BY SCHOOL LEVEL

Number of activities[a]	School level Elementary	 Middle or junior high	 Senior high	 All levels
None	81.0	58.0	32.0	57.2
One	14.3	31.1	34.0	26.6
Two	1.9	6.7	19.4	9.2
Three	2.9	1.7	10.7	4.9
Four	0.0	2.5	1.9	1.5
Five	0.0	0.0	1.0	0.3
Six	0.0	0.0	0.0	0.0
Seven	0.0	0.0	1.0	0.3
Eight	0.0	0.0	0.0	0.0
Nine or more	0.0	0.0	0.0	0.0
Number of schools responding........	105	119	103	327
Mean number of activities........	0.27	0.60	1.24	0.69
Standard error of the mean.......	0.06	0.08	0.12	0.06

---

[a] For this item, the number of activities was the number of courses, seminars, units, etc. which the school had conducted during the year.

TABLE 7.2

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO ECONOMICS EDUCATION, BY SCHOOL LEVEL AND ENROLLMENT

Enrollment[a]	School level			
	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	17.5	34.8	83.3	26.1
501 - 750	23.3	40.5	59.1	39.4
751 - 1000	16.7	53.6	75.0	58.6
1001 - 1500	0.0	26.3	71.9	50.9
Over 1500	100.0	50.0	64.7	65.0
All enrollments....	19.2	40.4	69.3	42.6
Number of schools responding.........	104	114	101	319
Kendall's Tau C significance[b]......	no	no	no	yes

[a] Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[b] For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report.

TABLE 7.3

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO ECONOMICS EDUCATION, BY SCHOOL LEVEL AND NATURE OF REGION

Nature of region[a]	School level			
	Elementary	Middle or junior high	Senior high	All levels
Urban	0.0	38.7	73.7	40.0
Suburban	35.1	42.2	60.0	45.3
Rural	10.4	34.5	72.1	38.3
Combination	50.0	63.6	100.0	68.4
All regions.......	19.2	41.4	69.3	43.0
Number of schools responding........	104	116	101	321
Chi square significance[b]......	yes	no	no	no

---

[a] The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[b] For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 7.4

PER CENT OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST IN DEVELOPING ACTIVITIES DEVOTED TO ECONOMICS EDUCATION, BY SCHOOL LEVEL

	School level			
Degree of interest	Elementary	Middle or junior high	Senior high	All levels
Very interested	12.6	18.0	14.0	15.1
Interested	27.4	39.6	46.2	37.8
Somewhat interested	37.9	31.5	19.4	29.8
Not interested	22.1	10.8	20.4	17.4
Number of schools responding.........	95	111	93	299
Mean degree of interest[a]........	2.31	2.65	2.54	2.51
Standard error of the mean........	0.10	0.09	0.10	0.05

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

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TABLE 7.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO ECONOMICS EDUCATION, BY SCHOOL LEVEL AND ENROLLMENT[a]

Enrollment[b]	School level Elementary	Middle or junior high	Senior high	All levels
500 or fewer	2.41	2.57	3.20	2.50
501 - 750	2.14	2.72	2.26	2.43
751 - 1000	2.20	2.40	2.52	2.43
1001 - 1500	2.00	2.68	2.50	2.53
Over 1500	3.00	2.00	2.82	2.75
All enrollments.....	2.31	2.59	2.55	2.49
Number of schools responding..........	94	106	92	292
Analysis of variance significance[c]........	no	no	no	no

---

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b] Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[c] For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 7.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO ECONOMICS EDUCATION, BY SCHOOL LEVEL AND NATURE OF REGION[a]

	School level			
Nature of region[b]	Elementary	Middle or junior high	Senior high	All levels
Urban	1.93	2.86	2.47	2.53
Suburban	2.62	2.44	2.47	2.50
Rural	2.21	2.54	2.60	2.44
Combination	2.00	2.90	2.75	2.67
All regions.........	2.31	2.62	2.54	2.51
Number of schools responding..........	94	108	93	295
Analysis of variance significance[c].......	no	no	no	no

---

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b] The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[c] For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

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ITEM 8

FAMILY LIFE EDUCATION

FAMILY LIFE AND/OR PARENTING

8 In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, units, etc., for students especially devoted to the study of FAMILY LIFE AND/OR PARENTING? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 8a and item 8b.*

YES *Go on to both items 8a and 8b.* **NO** *Go on to item 8b.*

8a.

Name the course(s), seminar(s), unit(s), etc., the school has conducted this year.	What topics have pupils studied this year?	How often has the school conducted the course(s), unit(s), etc., this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

8b. How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

VERY INTERESTED
Ready to consider assigning resources to the development of this subject area at my school.

INTERESTED
Want to discuss needs and interests at my school that this subject area addresses.

SOMEWHAT INTERESTED
Like to know more about this.

NOT INTERESTED

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TABLE 8.1

PER CENT OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO FAMILY LIFE EDUCATION, BY SCHOOL LEVEL

Number of activities[a]	School level			
	Elementary	Middle or junior high	Senior high	All levels
None	87.6	70.6	33.0	64.2
One	10.5	21.0	46.6	25.7
Two	1.9	5.9	10.7	6.1
Three	0.0	0.8	6.8	2.4
Four	0.0	0.8	1.9	0.9
Five	0.0	0.8	0.0	0.3
Six	0.0	0.0	0.0	0.0
Seven	0.0	0.0	0.0	0.0
Eight	0.0	0.0	0.0	0.0
Nine or more	0.0	0.0	0.3	0.3
Number of schools responding........	105	119	103	327
Mean number of activities........	0.14	0.43	1.05	0.53
Standard error of the mean.......	0.04	0.08	0.12	0.05

[a] For this item, the number of activities was the number of courses, seminars, units, etc. which the school had conducted during the year.

TABLE 8.2

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO FAMILY LIFE EDUCATION, BY SCHOOL LEVEL AND ENROLLMENT

	School level			
Enrollment[a]	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	9.5	13.0	66.7	14.1
501 - 750	13.3	28.6	54.5	29.8
751 - 1000	16.7	39.3	66.7	48.3
1001 - 1500	25.0	26.3	78.1	56.4
Over 1500	100.0	100.0	70.6	75.0
All enrollments....	12.5	28.9	68.3	36.1
Number of schools responding.........	104	114	101	319
Kendall's Tau C significance[b]......	no	yes	no	yes

[a] Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[b] For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report.

TABLE 8.3

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO FAMILY LIFE EDUCATION, BY SCHOOL LEVEL AND NATURE OF REGION

	School level			
Nature of region[a]	Elementary	Middle or junior high	Senior high	All levels
Urban	6.7	35.5	68.4	38.5
Suburban	16.2	28.9	71.4	37.6
Rural	12.5	24.1	62.8	33.3
Combination	0.0	36.4	100.0	42.1
All regions.......	12.5	30.2	68.3	36.4
Number of schools responding........	104	116	101	321
Chi square significance[b]......	no	no	no	no

---

[a] The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[b] For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 8.4

PER CENT OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST IN DEVELOPING ACTIVITIES DEVOTED TO FAMILY LIFE EDUCATION, BY SCHOOL LEVEL

	School level			
Degree of interest	Elementary	Middle or junior high	Senior high	All levels
Very interested	4.3	15.0	25.0	14.8
Interested	32.6	35.5	35.9	34.7
Somewhat interested	28.3	35.5	22.8	29.2
Not interested	34.8	14.0	16.3	21.3
Number of schools responding.........	92	107	92	291
Mean degree of interest[a]........	2.07	2.51	2.70	2.43
Standard error of the mean........	0.10	0.09	0.11	0.06

---

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

TABLE 8.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO FAMILY LIFE EDUCATION, BY SCHOOL LEVEL AND ENROLLMENT[a]

	School level			
Enrollment[b]	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	2.07	2.45	3.17	2.26
501 - 750	2.15	2.46	2.50	2.37
751 - 1000	2.00	2.76	2.77	2.69
1001 - 1500	1.50	2.41	2.56	2.42
Over 1500	3.00	2.00	2.88	2.79
All enrollments.....	2.08	2.51	2.69	2.43
Number of schools responding..........	91	103	91	285
Analysis of variance significance[c]........	no	no	no	yes

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b] Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[c] For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 8.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO FAMILY LIFE EDUCATION, BY SCHOOL LEVEL AND NATURE OF REGION[a]

	School level			
Nature of region[b]	Elementary	Middle or junior high	Senior high	All levels
Urban	1.57	2.96	2.67	2.53
Suburban	2.13	2.32	2.67	2.37
Rural	2.17	2.44	2.68	2.42
Combination	2.50	2.36	3.25	2.58
All regions.........	2.08	2.51	2.70	2.43
Number of schools responding..........	91	105	90	286
Analysis of variance significance[c]........	no	yes	no	no

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b] The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[c] For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

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ITEM 9

FAMILY LIFE EDUCATION FOR PARENTS

FAMILY LIFE AND/OR PARENTING FOR PARENTS

9 Does your school currently conduct any courses, seminars, workshops, etc., for parents especially devoted to the study of FAMILY LIFE AND/OR PARENTING? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 9a and item 9b.*

YES *Go on to both items 9a and 9b.* **NO** *Go on to item 9b.*

9a.

Name the course(s), seminar(s), etc., the school has conducted this year.	What topics have parents studied this year?	How often has the school conducted the course(s), seminar(s), etc., this year?	In what grade(s) are the children of the parents who participated?	Roughly, what percent of parents within each grade participated?

9b How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this subject area at my school.	Want to discuss needs and interests at my school that this subject area addresses.	Like to know more about this.	

TABLE 9.1

PER CENT OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO FAMILY LIFE EDUCATION FOR PARENTS, BY SCHOOL LEVEL

Number of activities[a]	School level			
	Elementary	Middle or junior high	Senior high	All levels
None	81.0	87.4	92.2	86.9
One	14.3	10.9	6.8	10.7
Two	3.8	1.7	0.0	1.8
Three	1.0	0.0	0.0	0.3
Four	0.0	0.0	1.0	0.3
Five	0.0	0.0	0.0	0.0
Six	0.0	0.0	0.0	0.0
Seven	0.0	0.0	0.0	0.0
Eight	0.0	0.0	0.0	0.0
None or more	0.0	0.0	0.0	0.0
Number of schools responding........	105	119	103	327
Mean number of activities........	0.25	0.14	0.11	0.17
Standard error of the mean.......	0.05	0.04	0.05	0.03

---

[a] For this item, the number of activities was the number of courses, seminars, units, etc. which the school had conducted during the year.

TABLE 9.2

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO FAMILY LIFE EDUCATION FOR PARENTS, BY SCHOOL LEVEL AND ENROLLMENT

	School level			
Enrollment[a]	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	17.5	13.0	0.0	15.2
501 - 750	23.3	11.9	4.5	13.8
751 - 1000	16.7	10.7	4.2	8.6
1001 - 1500	0.0	10.5	15.6	12.7
Over 1500	100.0	50.0	5.9	15.0
All enrollments....	19.2	12.3	7.9	13.2
Number of schools responding.........	104	114	101	319
Kendall's Tau C significance[b]......	no	no	no	no

---

[a] Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[b] For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report.

TABLE 9.3

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO FAMILY LIFE EDUCATION FOR PARENTS, BY SCHOOL LEVEL AND NATURE OF REGION

Nature of region[a]	School level			
	Elementary	Middle or junior high	Senior high	All levels
Urban	26.7	9.7	5.3	12.3
Suburban	16.2	22.2	11.4	17.1
Rural	18.8	0.0	7.0	10.0
Combination	25.0	18.2	0.0	15.8
All regions.......	19.2	12.9	7.9	13.4
Number of schools responding........	104	116	101	321
Chi square significance[b]......	no	yes	no	no

---

[a] The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[b] For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

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TABLE 9.4

PER CENT OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST IN DEVELOPING ACTIVITIES DEVOTED TO FAMILY LIFE EDUCATION FOR PARENTS, BY SCHOOL LEVEL

	School level			
Degree of interest	Elementary	Middle or junior high	Senior high	All levels
Very interested	12.1	11.8	11.6	11.8
Interested	31.9	30.4	23.3	28.7
Somewhat interested	25.3	33.3	39.5	32.6
Not interested	30.8	24.5	25.6	26.9
Number of schools responding.........	91	102	86	279
Mean degree of interest[a]........	2.25	2.29	2.21	2.25
Standard error of the mean........	0.11	0.10	0.10	0.06

---

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

TABLE 9.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO FAMILY LIFE EDUCATION FOR PARENTS, BY SCHOOL LEVEL AND ENROLLMENT[a]

	School level			
Enrollment[b]	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	2.30	2.05	2.17	2.22
501 - 750	2.12	2.34	2.25	2.25
751 - 1000	2.40	2.26	2.17	2.19
1001 - 1500	2.50	2.41	2.14	2.27
Over 1500	3.00	2.50	2.38	2.44
All enrollments.....	2.26	2.28	2.21	2.25
Number of schools responding..........	90	98	86	274
Analysis of variance significance[c]........	no	no	no	no

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b] Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[c] For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

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TABLE 9.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO FAMILY LIFE EDUCATION FOR PARENTS, BY SCHOOL LEVEL AND NATURE OF REGION[a]

	School level			
Nature of region[b]	Elementary	Middle or junior high	Senior high	All levels
Urban	1.93	2.60	2.53	2.41
Suburban	2.10	2.36	2.17	2.23
Rural	2.45	2.00	2.11	2.23
Combination	2.75	1.90	2.00	2.12
All regions.........	2.27	2.29	2.21	2.26
Number of schools responding..........	90	100	86	276
Analysis of variance significance[c]........	no	yes	no	no

---

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b] The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[c] For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

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ITEM 10

MORAL/ETHICAL/VALUES EDUCATION

MORAL/ETHICAL/VALUES EDUCATION

10 In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, units, etc., especially devoted to MORAL/ETHICAL/VALUES EDUCATION, e.g., a unit on moral/ethical dilemmas, a set of exercises on values clarification, a unit or course on fairness and respect for others. *Circle YES or NO below. If you answer YES, please make sure that you answer both item 10a and item 10b.*

YES *Go on to both items 10a and 10b.*   **NO** *Go on to item 10b.*

10a.

Name the course(s), seminar(s), unit(s), etc., the school has conducted this year	What topics have pupils studied this year?	How often has the school conducted the course(s), unit(s), etc., this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

10b How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this subject area at my school.	Want to discuss needs and interests at my school that this subject area addresses.	Like to know more about this.	

TABLE 10.1

PER CENT OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO MORAL/ETHICAL/VALUES EDUCATION, BY SCHOOL LEVEL

Number of activities[a]	School level Elementary	 Middle or junior high	 Senior high	 All levels
None	73.3	81.5	75.7	77.1
One	21.9	12.6	19.4	17.7
Two	4.8	3.4	2.9	3.7
Three	0.0	2.5	1.0	1.2
Four	0.0	0.0	0.0	0.0
Five	0.0	0.0	0.0	0.0
Six	0.0	0.0	1.0	0.3
Seven	0.0	0.0	0.0	0.0
Eight	0.0	0.0	0.0	0.0
Nine or more	0.0	0.0	0.0	0.0
Number of schools responding........	105	119	103	327
Mean number of activities........	0.31	0.27	0.34	0.31
Standard error of the mean.......	0.05	0.06	0.08	0.04

---

[a] For this item, the number of activities was the number of courses, seminars, units, etc. which the school had conducted during the year.

TABLE 10.2

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO MORAL/ETHICAL/VALUES EDUCATION, BY SCHOOL LEVEL AND ENROLLMENT

	School level			
Enrollment[a]	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	23.8	8.7	33.3	20.7
501 - 750	30.0	16.7	18.2	21.3
751 - 1000	33.3	21.4	20.8	22.4
1001 - 1500	25.0	21.1	28.1	25.5
Over 1500	100.0	50.0	23.5	30.0
All enrollments....	26.9	17.5	23.8	22.6
Number of schools responding.........	104	114	101	319
Kendall's Tau C significance[b]......	no	no	no	no

---

[a] Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[b] For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report.

TABLE 10.3

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO MORAL/ETHICAL/VALUES EDUCATION, BY SCHOOL LEVEL AND NATURE OF REGION

	School level			
Nature of region[a]	Elementary	Middle or junior high	Senior high	All levels
Urban	13.3	9.7	26.3	15.4
Suburban	29.7	26.7	22.9	26.5
Rural	31.3	10.3	20.9	22.5
Combination	0.0	27.3	50.0	26.3
All regions.......	26.9	18.1	23.8	22.7
Number of schools responding........	104	116	101	321
Chi square significance[b]......	no	no	no	no

---

[a] The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[b] For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 10.4

PER CENT OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST IN DEVELOPING ACTIVITIES DEVOTED TO MORAL/ETHICAL/VALUES EDUCATION, BY SCHOOL LEVEL

Degree of interest	School level			
	Elementary	Middle or junior high	Senior high	All levels
Very interested	22.6	23.4	16.1	21.0
Interested	34.4	38.7	39.1	37.5
Somewhat interested	30.1	29.7	27.6	29.2
Not interested	12.9	8.1	17.2	12.4
Number of schools responding.........	93	111	87	291
Mean degree of interest[a].......	2.67	2.77	2.54	2.67
Standard error of the mean........	0.10	0.09	0.10	0.06

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interest = 2
Not interested = 1

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TABLE 10.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO MORAL/ETHICAL/VALUES EDUCATION, BY SCHOOL LEVEL AND ENROLLMENT[a]

Enrollment[b]	School level Elementary	 Middle or junior high	 Senior high	 All levels
500 or fewer	2.70	2.50	2.50	2.63
501 - 750	2.59	2.86	2.45	2.67
751 - 1000	3.00	2.82	2.59	2.74
1001 - 1500	2.50	2.78	2.67	2.70
Over 1500	3.00	2.00	2.33	2.33
All enrollments.....	2.68	2.75	2.53	2.66
Number of schools responding..........	92	106	85	283
Analysis of variance significance[c].......	no	no	no	no

---

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b] Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[c] For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 10.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO MORAL/ETHICAL/VALUES EDUCATION, BY SCHOOL LEVEL AND NATURE OF REGION[a]

	School level			
Nature of region[b]	Elementary	Middle or junior high	Senior high	All levels
Urban	2.57	2.93	2.64	2.77
Suburban	2.67	2.75	2.45	2.64
Rural	2.71	2.50	2.54	2.59
Combination	2.75	3.00	2.50	2.83
All regions.........	2.67	2.76	2.52	2.66
Number of schools responding.........	92	108	86	286
Analysis of variance significance[c].......	no	no	no	no

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b] The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[c] For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

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ITEM 11

STUDENT INVOLVEMENT IN SCHOOL GOVERNANCE

STUDENT INVOLVEMENT IN MAKING DECISIONS THAT APPLY TO ALL STUDENTS IN THE SCHOOL

11 In curricular or extracurricular programs, does your school currently INVOLVE STUDENTS IN MAKING DECISIONS THAT APPLY TO ALL STUDENTS IN THE SCHOOL, e.g., decisions about a dress code, discipline procedures, playground rules, or study hall procedures? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 11a and item 11b.*

YES *Go on to both items 11a and 11b.* **NO** *Go on to item 11b.*

11a.

What decisions have students been involved in making this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

11b. How interested are you in developing, or developing further, this type of activity at your school? *Circle one.*

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this type of activity at my school.	Want to discuss needs and interests at my school that this type of activity addresses.	Like to know more about this.	

TABLE 11.1

PER CENT OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO STUDENT INVOLVEMENT IN SCHOOL GOVERNANCE, BY SCHOOL LEVEL

Number of activities[a]	School level			
	Elementary	Middle or junior high	Senior high	All levels
None	75.2	59.7	35.9	57.2
One	5.7	14.3	19.4	13.1
Two	5.7	13.4	20.4	13.1
Three	10.5	5.0	7.8	7.6
Four	2.9	4.2	8.7	5.2
Five	0.0	2.5	4.9	2.4
Six	0.0	0.0	2.9	0.9
Seven	0.0	0.0	0.0	0.0
Eight	0.0	0.3	0.0	0.3
Nine or more	0.0	0.0	0.0	0.0
Number of schools responding........	105	119	103	327
Mean number of activities........	0.60	0.92	1.60	1.03
Standard error of the mean.......	0.11	0.13	0.17	0.08

---

[a] For this item, the number of activities was the number of decisions which students had been involved in making this year.

TABLE 11.2

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO STUDENT INVOLVEMENT IN SCHOOL GOVERNANCE, BY SCHOOL LEVEL AND ENROLLMENT

	School level			
Enrollment[a]	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	22.2	26.1	66.7	26.1
501 - 750	33.3	42.9	54.5	42.6
751 - 1000	16.7	46.4	66.7	51.7
1001 - 1500	25.0	42.1	65.6	54.5
Over 1500	0.0	50.0	76.5	70.0
All enrollments....	25.0	40.4	65.3	43.3
Number of schools responding.........	104	114	101	319
Kendall's Tau C significance[b]......	no	no	no	yes

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[a] Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[b] For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report.

TABLE 11.3

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO STUDENT INVOLVEMENT IN SCHOOL GOVERNANCE, BY SCHOOL LEVEL AND NATURE OF REGION

	School level			
Nature of region[a]	Elementary	Middle or junior high	Senior high	All levels
Urban	33.3	54.8	68.4	53.8
Suburban	32.4	33.3	65.7	42.7
Rural	14.6	27.6	62.8	35.0
Combination	50.0	63.6	75.0	63.2
All regions.......	25.0	40.5	65.3	43.3
Number of schools responding........	104	116	101	321
Chi square significance[b]......	no	yes	no	yes

---

[a] The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[b] For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 11.4

PER CENT OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST IN DEVELOPING ACTIVITIES DEVOTED TO STUDENT INVOLVEMENT IN SCHOOL GOVERNANCE, BY SCHOOL LEVEL

	School level			
Degree of interest	Elementary	Middle or junior high	Senior high	All levels
Very interested	21.5	12.1	16.1	16.4
Interested	29.0	30.8	39.8	33.1
Somewhat interested	29.0	43.0	22.6	32.1
Not interested	20.4	14.0	21.5	18.4
Number of schools responding.........	93	107	93	293
Mean degree of interest[a]........	2.52	2.41	2.51	2.47
Standard error of the mean........	0.11	0.08	0.10	0.06

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

TABLE 11.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO STUDENT INVOLVEMENT IN SCHOOL GOVERNANCE, BY SCHOOL LEVEL AND ENROLLMENT[a]

Enrollment[b]	School level			
	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	2.55	2.15	2.00	2.41
501 - 750	2.44	2.44	2.48	2.45
751 - 1000	2.80	2.46	2.21	2.40
1001 - 1500	2.25	2.50	2.66	2.57
Over 1500	-	2.00	2.88	2.78
All enrollments.....	2.52	2.39	2.50	2.47
Number of schools responding..........	92	102	91	285
Analysis of variance significance[c].......	no	no	no	no

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b] Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[c] For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 11.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO STUDENT INVOLVEMENT IN SCHOOL GOVERNANCE, BY SCHOOL LEVEL AND NATURE OF REGION[a]

	School level			
Nature of region[b]	Elementary	Middle or junior high	Senior high	All levels
Urban	2.36	2.57	2.88	2.60
Suburban	2.75	2.38	2.45	2.51
Rural	2.43	2.29	2.37	2.38
Combination	2.25	2.20	2.75	2.33
All regions.........	2.52	2.39	2.51	2.47
Number of schools responding..........	92	104	91	287
Analysis of variance significance[c].......	no	no	no	no

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b] The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[c] For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

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ITEM 12

STUDENT ACTIVITIES IN THE COMMUNITY

STUDENT WORK-STUDY/INTERNSHIP/VOLUNTEER ACTIVITIES IN AGENCIES THAT SERVE CITIZEN INTERESTS

12. In curricular or extracurricular programs, does your school currently conduct or facilitate STUDENT WORK STUDY INTERNSHIP VOLUNTEER ACTIVITIES IN AGENCIES THAT SERVE CITIZEN INTERESTS,* e.g., municipal government, public welfare office, day care center? *Circle YES or NO below. If you answer YES, please make sure that you answer both item 12a and item 12b.*

YES *Go on to both items 12a and 12b.*   **NO** *Go on to item 12b.*

12a.

What agencies have students worked at this year?	What activities have students carried out this year?	How many hours in all has the average student given to an activity or study this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

12b. How interested are you in developing, or developing further, this type of activity at your school? *Circle one.*

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this type of activity at my school.	Want to discuss needs and interests at my school that this type of activity addresses.	Like to know more about this.	

---

* Excluding business or commercial organizations

TABLE 12.1

PER CENT OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO STUDENT ACTIVITIES IN THE COMMUNITY, BY SCHOOL LEVEL

Number of activities[a]	School level			
	Elementary	Middle or junior high	Senior high	All levels
None	93.3	80.7	66.0	80.1
One	3.8	10.9	12.6	9.2
Two	2.9	5.0	6.8	4.9
Three	0.0	2.5	7.8	3.4
Four	0.0	0.0	2.9	0.9
Five	0.0	0.0	1.9	0.6
Six	0.0	0.0	1.9	0.6
Seven	0.0	0.0	0.0	0.0
Eight	0.0	0.8	0.0	0.3
Nine or more	0.0	0.0	0.0	0.0
Number of schools responding........	105	119	103	327
Mean number of activities........	0.10	0.35	0.83	0.42
Standard error of the mean.......	0.04	0.09	0.14	0.06

[a] For this item, the number of activities was the number of agencies students worked with or the number of activities they carried out this year.

TABLE 12.2

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO STUDENT ACTIVITIES IN THE COMMUNITY, BY SCHOOL LEVEL AND ENROLLMENT

	School level			
Enrollment[a]	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	4.8	26.1	0.0	9.8
501 - 750	6.7	11.9	36.4	16.0
751 - 1000	0.0	21.4	20.8	19.0
1001 - 1500	25.0	31.6	31.3	30.9
Over 1500	100.0	0.0	64.7	60.0
All enrollments....	6.7	20.2	33.7	20.1
Number of schools responding.........	104	114	101	319
Kendall's Tau C significance[b]......	no	no	yes	yes

[a] Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[b] For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report.

TABLE 12.3

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO STUDENT ACTIVITIES IN THE COMMUNITY, BY SCHOOL LEVEL AND NATURE OF REGION

	School level			
Nature of region[a]	Elementary	Middle or junior high	Senior high	All levels
Urban	6.7	33.5	57.9	35.4
Suburban	2.7	17.8	40.0	19.7
Rural	10.4	10.3	14.0	11.7
Combination	0.0	9.1	75.0	21.1
All regions.......	6.7	19.8	33.7	19.9
Number of schools responding........	104	116	101	321
Chi square significance[b]......	no	no	yes	yes

[a] The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[b] For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 12.4

PER CENT OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST IN DEVELOPING ACTIVITIES DEVOTED TO STUDENT ACTIVITIES IN THE COMMUNITY BY SCHOOL LEVEL

	School level			
Degree of interest	Elementary	Middle or junior high	Senior high	All levels
Very interested	4.3	9.3	15.6	9.7
Interested	15.1	27.1	34.4	25.5
Somewhat interested	26.9	39.3	33.3	33.4
Not interested	53.8	24.3	16.7	31.4
Number of schools responding.........	93	107	90	290
Mean degree of interest[a]........	1.70	2.22	2.49	2.13
Standard error of the mean........	0.09	0.09	0.10	0.06

[a] The mean degree of interest was calculated using the followiny scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

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TABLE 12.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO STUDENT ACTIVITIES IN THE COMMUNITY, BY SCHOOL LEVEL AND ENROLLMENT[a]

Enrollment[b]	School level Elementary	Middle or junior high	Senior high	All levels
500 or fewer	1.70	1.90	2.67	1.83
501 - 750	1.65	2.22	2.14	2.01
751 - 1000	1.20	2.16	2.27	2.12
1001 - 1500	2.25	2.50	2.69	2.58
Over 1500	4.00	3.00	2.85	2.94
All enrollments.....	1.71	2.21	2.48	2.13
Number of schools responding..........	92	102	88	282
Analysis of variance significance[c].......	yes	no	no	yes

---

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b] Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[c] For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 12.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO STUDENT ACTIVITIES IN THE COMMUNITY, BY SCHOOL LEVEL AND NATURE OF REGION[a]

	School level			
Nature of region[b]	Elementary	Middle or junior high	Senior high	All levels
Urban	1.57	2.54	2.67	2.33
Suburban	1.74	2.02	2.58	2.11
Rural	1.74	2.08	2.29	2.02
Combination	1.50	2.11	3.25	2.24
All regions.........	1.71	2.18	2.50	2.13
Number of schools responding..........	92	104	88	284
Analysis of variance significance[c].......	no	no	no	no

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b] The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[c] For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

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ITEM 13

MEASURES OF SOCIAL DEVELOPMENT

SCHOOL USES A FORMAL TEST TO MEASURE STUDENTS' SOCIAL SKILLS, GROWTH, OR DEVELOPMENT

13 Does your school currently use a FORMAL TEST TO MEASURE STUDENTS' SOCIAL SKILLS, GROWTH, OR DEVELOPMENT, e.g., a social attitudes or values questionnaire, the Mooney checklist, an inventory of personal aptitudes, a kindergarten social readiness test? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 13a and item 13b.*

YES *Go on to both items 13a and 13b.* **NO** *Go on to item 13b*

13a.

What is the name or the nature of the test(s)?	How often has the school administered the test this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

13b. How interested are you in developing, or developing further, this type of activity at your school? *Circle one.*

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this type of activity at my school.	Want to discuss needs and interests at my school that this type of activity addresses.	Like to know more about this.	

TABLE 13.1

PER CENT OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO MEASURES OF SOCIAL DEVELOPMENT, BY SCHOOL LEVEL

Number of activities[a]	School level			
	Elementary	Middle or junior high	Senior high	All levels
None	71.4	78.2	79.6	76.5
One	27.6	21.0	19.4	22.6
Two	1.0	0.0	1.0	0.6
Three	0.0	0.8	0.0	0.3
Four	0.0	0.0	0.0	0.0
Five	0.0	0.0	0.0	0.0
Six	0.0	0.0	0.0	0.0
Seven	0.0	0.0	0.0	0.0
Eight	0.0	0.0	0.0	0.0
Nine or more	0.0	0.0	0.0	0.0
Number of schools responding........	105	119	103	327
Mean number of activities........	0.30	0.24	0.21	0.25
Standard error of the mean.......	0.05	0.04	0.04	0.03

---

[a] For this item, the number of activities was the number of tests to measure students' social skills, growth, or development administered this year.

TABLE 13.2

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO MEASURES OF SOCIAL DEVELOPMENT, BY SCHOOL LEVEL AND ENROLLMENT

	School level			
Enrollment[a]	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	33.3	13.0	0.0	26.1
501 - 750	26.7	26.2	36.4	28.7
751 - 1000	0.0	21.4	20.8	19.0
1001 - 1500	25.0	15.8	18.8	18.2
Over 1500	0.0	0.0	11.8	10.0
All enrollments ...	28.8	20.2	20.8	23.2
Number of schools responding.........	104	114	101	319
Kendall's Tau C significance[b]......	no	no	no	yes

---

[a] Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[b] For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report.

TABLE 13.3

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO MEASURES OF SOCIAL DEVELOPMENT, BY SCHOOL LEVEL AND NATURE OF REGION

	School level			
Nature of region[a]	Elementary	Middle or junior high	Senior high	All levels
Urban	26.7	22.6	15.8	21.5
Suburban	37.8	11.1	20.0	22.2
Rural	20.8	20.7	25.6	22.5
Combination	50.0	63.6	0.0	47.4
All regions.......	28.8	21.6	20.8	23.7
Number of schools responding........	104	116	101	321
Chi square significance[b].....	no	yes	no	no

---

[a] The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[b] For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 13.4

PER CENT OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST IN DEVELOPING ACTIVITIES DEVOTED TO MEASURES OF SOCIAL DEVELOPMENT, BY SCHOOL LEVEL

	School level			
Degree of interest	Elementary	Middle or junior high	Senior high	All levels
Very interested	12.0	14.9	9.8	12.3
Interested	27.2	26.7	35.9	29.8
Somewhat interested	43.5	41.6	28.3	37.9
Not interested	17.4	16.8	26.1	20.0
Number of schools responding.........	92	101	92	285
Mean degree of interest[a]........	2.34	2.40	2.29	2.34
Standard error of the mean........	0.09	0.09	0.10	0.06

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

TABLE 13.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO MEASURES OF SOCIAL DEVELOPMENT, BY SCHOOL LEVEL AND ENROLLMENT[a]

	School level			
Enrollment[b]	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	2.43	2.16	3.00	2.40
501 - 750	2.17	2.33	2.40	2.29
751 - 1000	2.00	2.38	2.14	2.25
1001 - 1500	2.75	2.44	2.22	2.34
Over 1500	-	3.00	2.19	2.28
All enrollments.....	2.34	2.34	2.28	2.32
Number of schools responding..........	91	96	90	277
Analysis of variance significance[c].......	no	no	no	no

---

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b] Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[c] For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 13.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO MEASURES OF SOCIAL DEVELOPMENT, BY SCHOOL LEVEL AND NATURE OF REGION[a]

	School level			
Nature of region[b]	Elementary	Middle or junior high	Senior high	All levels
Urban	2.27	2.32	2.26	2.29
Suburban	2.29	2.33	2.39	2.33
Rural	2.46	2.25	2.18	2.31
Combination	1.75	2.89	2.75	2.59
All regions.........	2.34	2.36	2.29	2.33
Number of schools responding..........	91	98	90	279
Analysis of variance significance[c].......	no	no	no	no

---

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b] The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[c] For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

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ITEM 14

GLOBAL EDUCATION

INTERNATIONAL RELATIONS AND/OR GLOBAL PERSPECTIVES

14. In curricular or extracurricular programs, does your school currently conduct any nonrequired (i.e., not mandated by the state) courses, seminars, projects, units, etc., especially devoted to the study of INTERNATIONAL RELATIONS AND/OR GLOBAL PERSPECTIVES? *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 14a and item 14b.*

YES *Go on to both items 14a and 14b.*

NO *Go on to item 14b.*

14b.

Name the course(s), seminar(s), unit(s), etc., the school has conducted this year.	What topics have pupils studied this year?	How often has the school conducted the course(s), unit(s), etc., this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

14b. How interested are you in developing, or developing further, this subject area at your school? *Circle one.*

VERY INTERESTED
Ready to consider assigning resources to the development of this subject area at my school.

INTERESTED
Want to discuss needs and interests at my school that this subject area addresses.

SOMEWHAT INTERESTED
Like to know more about this.

NOT INTERESTED

TABLE 14.1

PER CENT OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO GLOBAL EDUCATION, BY SCHOOL LEVEL

	School level			
Number of activities[a]	Elementary	Middle or junior high	Senior high	All levels
None	87.6	73.1	56.3	72.5
One	6.7	16.8	29.1	17.4
Two	8.8	5.9	6.8	5.5
Three	1.9	3.4	3.9	3.1
Four	0.0	0.8	2.9	1.2
Five	0.0	0.0	1.0	0.3
Six	0.0	0.0	0.0	0.0
Seven	0.0	0.0	0.0	0.0
Eight	0.0	0.0	0.0	0.0
Nine or more	0.0	0.0	0.0	0.0
Number of schools responding........	105	119	103	327
Mean number of activities........	0.20	0.42	0.71	0.44
Standard error of the mean.......	0.06	0.08	0.10	0.05

---

[a] For this item, the number of activities was the number of courses, seminars, units, etc. which the school had conducted during the year.

TABLE 14.2

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO GLOBAL EDUCATION, BY SCHOOL LEVEL AND ENROLLMENT

	School level			
Enrollment[a]	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	7.9	26.1	33.3	14.1
501 - 750	20.0	16.7	40.9	23.4
751 - 1000	0.0	32.1	37.5	31.0
1001 - 1500	25.0	36.8	56.3	47.3
Over 1500	100.0	50.0	35.3	40.0
All enrollments....	12.5	26.3	43.6	27.3
Number of schools responding.........	104	114	101	319
Kendall's Tau C significance[b]......	yes	no	no	yes

[a] Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[b] For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report.

TABLE 14.3

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO GLOBAL EDUCATION, BY SCHOOL LEVEL AND NATURE OF REGION

	School level			
Nature of region[a]	Elementary	Middle or junior high	Senior high	All levels
Urban	0.0	32.3	42.1	27.7
Suburban	18.9	33.3	54.3	35.0
Rural	10.4	17.2	37.2	21.7
Combination	25.0	18.2	25.0	21.1
All regions.......	12.5	27.6	43.6	27.7
Number of schools responding........	104	116	101	321
Chi square significance[b]......	no	no	no	no

[a] The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[b] For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 14.4

PER CENT OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST IN DEVELOPING ACTIVITIES DEVOTED TO GLOBAL EDUCATION, BY SCHOOL LEVEL

Degree of interest	School level Elementary	 Middle or junior high	 Senior high	 All levels
Very interested	5.3	8.6	12.1	8.6
Interested	20.2	25.7	31.9	25.9
Somewhat interested	40.4	41.9	37.4	40.0
Not interested	34.0	23.8	18.7	25.5
Number of schools responding.........	94	105	91	290
Mean degree of interest[a].......	1.97	2.19	2.37	2.18
Standard error of the mean........	0.09	0.09	0.10	0.05

---

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

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TABLE 14.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO GLOBAL EDUCATION, BY SCHOOL LEVEL AND ENROLLMENT[a]

	School level			
Enrollment[b]	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	2.04	1.90	2.33	2.02
501 - 750	1.79	2.29	2.25	2.11
751 - 1000	2.00	2.12	2.54	2.30
1001 - 1500	2.00	2.25	2.42	2.33
Over 1500	3.00	2.00	2.29	2.29
All enrollments.....	1.97	2.16	2.39	2.17
Number of schools responding..........	93	102	90	285
Analysis of variance significance[c]........	no	no	no	no

---

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b] Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[c] For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 14.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO GLOBAL EDUCATION, BY SCHOOL LEVEL AND NATURE OF REGION[a]

	School level			
Nature of region[b]	Elementary	Middle or junior high	Senior high	All levels
Urban	2.00	2.46	2.38	2.31
Suburban	1.88	2.00	2.55	2.13
Rural	2.05	2.19	2.20	2.14
Combination	1.75	2.09	2.75	2.16
All regions.........	1.97	2.17	2.37	2.17
Number of schools responding..........	93	103	91	287
Analysis of variance significance[c].......	no	no	no	no

---

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b] The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[c] For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

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ITEM 15

ANALYSIS OF THE MASS MEDIA

STUDENTS CRITICALLY ANALYZE LOCAL AND NATIONAL MASS MEDIA

15. In curricular or extracurricular programs, do teachers at your school currently GIVE ASSIGNMENTS THAT ASK STUDENTS TO ANALYZE CRITICALLY LOCAL AND NATIONAL MASS MEDIA, e.g., evaluate a TV program, decide if a film is socially meaningful, criticize radio news reporting of a controversial issue or event? *Circle* YES or NO *below. If you answer* YES, *please make sure that you answer both item 15a and item 15b.*

YES *Go on to both items 15a and 15b.* **NO** *Go on to item 15b.*

15a.

What issues have students analyzed this year?	What media were involved?	How often has an assignment been given this year?	In what grade(s) are the students?	Roughly, what percent of students within each grade participate?

15b. How interested are you in developing, or developing further, this type of activity at your school? *Circle one.*

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this type of activity at my school.	Want to discuss needs and interests at my school that this type of activity addresses.	Like to know more about this.	

TABLE 15.1

PER CENT OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO ANALYSIS OF THE MASS MEDIA, BY SCHOOL LEVEL

Number of activities[a]	School level			
	Elementary	Middle or junior high	Senior high	All levels
None	71.4	57.1	41.7	56.9
One	16.2	23.5	19.4	19.9
Two	8.6	10.9	17.5	12.2
Three	2.9	3.4	12.6	6.1
Four	0.0	0.8	3.9	1.5
Five	0.0	3.4	2.9	2.1
Six	0.0	0.0	1.9	0.6
Seven	0.0	0.0	0.0	0.0
Eight	0.0	0.0	0.0	0.0
Nine or more	0.0	0.0	0.0	0.0
Number of schools responding........	105	119	103	327
Mean number of activities........	0.50	0.82	1.34	0.88
Standard error of the mean.......	0.10	0.12	0.15	0.07

[a] For this item, the number of activities was the number of issues which students had analyzed this year.

TABLE 15.2

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO ANALYSIS OF THE MASS MEDIA, BY SCHOOL LEVEL AND ENROLLMENT

	School level			
Enrollment[a]	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	30.2	43.5	50.0	34.8
501 - 750	33.3	31.0	45.5	35.1
751 - 1000	16.7	53.6	41.7	44.8
1001 - 1500	0.0	31.6	65.6	49.7
Over 1500	0.0	100.0	88.2	85.0
All enrollments....	28.8	40.4	58.4	42.3
Number of schools responding.........	104	114	101	319
Kendall's Tau C significance[b]......	no	no	yes	yes

[a] Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[b] For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report.

TABLE 15.3

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO ANALYSIS OF THE MASS MEDIA, BY SCHOOL LEVEL AND NATURE OF REGION

	School level			
Nature of region[a]	Elementary	Middle or junior high	Senior high	All levels
Urban	20.0	54.8	68.4	50.8
Suburban	45.9	44.4	80.0	55.6
Rural	16.7	24.1	41.9	27.5
Combination	50.0	36.4	25.0	36.8
All regions.......	28.8	41.4	59.4	43.0
Number of schools responding........	104	116	101	321
Chi square significance[b]......	yes	no	yes	yes

[a] The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[b] For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 15.4

PER CENT OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST IN DEVELOPING ACTIVITIES DEVOTED TO ANALYSIS OF THE MASS MEDIA, BY SCHOOL LEVEL

Degree of interest	School level Elementary	Middle or junior high	Senior high	All levels
Very interested	3.3	19.4	16.0	13.4
Interested	43.3	31.5	39.4	37.7
Somewhat interested	33.3	39.8	26.6	33.6
Not interested	20.0	9.3	18.1	15.4
Number of schools responding.........	90	108	94	292
Mean degree of interest[a]........	2.30	2.61	2.53	2.49
Standard error of the mean.........	0.09	0.09	0.10	0.05

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[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

TABLE 15.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO ANALYSIS OF THE MASS MEDIA, BY SCHOOL LEVEL AND ENROLLMENT[a]

Enrollment[b]	School level			
	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	2.36	2.39	2.83	2.40
501 - 750	2.12	2.70	2.35	2.43
751 - 1000	2.40	2.48	2.59	2.52
1001 - 1500	2.67	2.71	2.36	2.50
Over 1500	2.67	2.50	2.81	2.78
All enrollments.....	2.30	2.58	2.52	2.47
Number of schools responding..........	89	104	92	285
Analysis of variance significance[c]........	no	no	no	no

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b] Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[c] For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

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TABLE 15.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO ANALYSIS OF THE MASS MEDIA, BY SCHOOL LEVEL AND NATURE OF REGION[a]

	School level			
Nature of region[b]	Elementary	Middle or junior high	Senior high	All levels
Urban	2.08	2.79	2.88	2.66
Suburban	2.28	2.46	2.52	2.42
Rural	2.46	2.70	2.33	2.48
Combination	1.33	2.10	3.00	2.18
All regions.........	2.30	2.58	2.53	2.48
Number of schools responding..........	89	105	93	287
Analysis of variance significance[c].......	no	no	no	no

---

[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b] The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[c] For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

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ITEM 16

IN-SERVICE ON STUDENTS' SOCIAL DEVELOPMENT

IN-SERVICE WORKSHOPS ON THE EFFECTS OF TEACHER-STUDENT/ADMINISTRATOR-STUDENT INTERACTION ON STUDENTS' SOCIAL DEVELOPMENT

16. Does your school currently conduct IN-SERVICE WORKSHOPS FOR STAFF ON THE EFFECTS OF TEACHER-STUDENT/ADMINISTRATOR-STUDENT INTERACTION ON STUDENTS' SOCIAL DEVELOPMENT, e.g., workshops on democratic vs. authoritarian school climate, classroom management techniques, student disciplinary procedures, development of self-esteem. *Circle* YES *or* NO *below. If you answer* YES, *please make sure that you answer both item 16a and item 16b.*

YES *Go on to both items 16a and 16b.* **NO** *Go on to item 16b.*

16a.

What topics have been presented and discussed at workshop(s) this year?	How often have the workshop(s) been conducted this year?	What grades do participating teachers teach?	Roughly, what percent of teachers within each grade participated?

16b. How interested are you in developing, or developing further, this type of activity at your school? *Circle one.*

VERY INTERESTED	INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED
Ready to consider assigning resources to the development of this type of activity at my school.	Want to discuss needs and interests at my school that this type of activity addresses.	Like to know more about this.	

TABLE 16.1

PER CENT OF SCHOOLS WITH 0, 1, OR MORE ACTIVITIES DEVOTED TO IN-SERVICE ON STUDENTS' SOCIAL DEVELOPMENT, BY SCHOOL LEVEL

	School level			
Number of activities[a]	Elementary	Middle or junior high	Senior high	All levels
None	76.2	68.9	83.5	75.8
One	14.3	17.6	9.7	14.1
Two	4.8	10.1	2.9	6.1
Three	4.8	2.5	1.0	2.8
Four	0.0	0.0	1.9	0.6
Five	0.0	0.8	0.0	0.3
Six	0.0	0.0	1.0	0.3
Seven	0.0	0.0	0.0	0.0
Eight	0.0	0.0	0.0	0.0
Nine or more	0.0	0.0	0.0	0.0
Number of schools responding........	105	119	103	327
Mean number of activities........	0.38	0.50	0.33	0.41
Standard error of the mean.......	0.08	0.08	0.10	0.05

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[a] For this item, the number of activities was the number of topics which had been presented and discussed at teacher and administrator workshops this year.

TABLE 16.2

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO IN-SERVICE ON STUDENTS' SOCIAL DEVELOPMENT, BY SCHOOL LEVEL AND ENROLLMENT

	School level			
Enrollment[a]	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	25.4	21.7	0.0	22.8
501 - 750	20.0	31.0	18.2	24.5
751 - 1000	33.3	28.6	16.7	24.1
1001 - 1500	25.0	52.6	15.6	29.1
Over 1500	0.0	50.0	23.5	25.0
All enrollments....	24.0	32.5	16.7	24.8
Number of schools responding.........	104	114	101	319
Kendall's Tau C significance?[b]......	no	yes	no	no

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[a] Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[b] For an explanation of Kendall's Tau C, see "Other Analyses" in the Procedures section of this report.

TABLE 16.3

PER CENT OF SCHOOLS WITH 1 OR MORE ACTIVITIES DEVOTED TO IN-SERVICE ON STUDENTS' SOCIAL DEVELOPMENT, BY SCHOOL LEVEL AND NATURE OF REGION

	School level			
Nature of region[a]	Elementary	Middle or junior high	Senior high	All levels
Urban	26.7	54.8	21.1	38.5
Suburban	29.7	31.1	14.3	25.6
Rural	18.8	17.2	16.3	17.5
Combination	25.0	9.1	0.0	10.5
All regions.......	24.0	31.9	15.8	24.3
Number of schools responding........	104	116	101	321
Chi square significance[b].....	no	yes	no	yes

[a] The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[b] For an explanation of the chi square, see "Other Analyses" in the Procedures section of this report.

TABLE 16.4

PER CENT OF SCHOOLS WITH SPECIFIED DEGREE OF INTEREST IN DEVELOPING ACTIVITIES DEVOTED TO IN-SERVICE ON STUDENTS' SOCIAL DEVELOPMENT, BY SCHOOL LEVEL

Degree of interest	School level Elementary	 Middle or junior high	 Senior high	 All levels
Very interested	30.9	30.6	17.8	26.7
Interested	37.2	29.6	36.7	34.2
Somewhat interested	22.3	31.5	32.2	28.8
Not interested	9.6	8.3	13.3	10.3
Number of schools responding.........	94	108	90	292
Mean degree of interest[a]........	2.89	2.82	2.59	2.77
Standard error of the mean........	0.10	0.09	0.10	0.06

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[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

TABLE 16.5

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO IN SERVICE ON STUDENTS' SOCIAL DEVELOPMENT, BY SCHOOL LEVEL AND ENROLLMENT[a]

	School level			
Enrollment[b]	Elementary	Middle or junior high	Senior high	All levels
500 or fewer	2.95	2.83	2.83	2.91
501 - 750	2.71	2.86	2.57	2.74
751 - 1000	2.80	2.79	2.45	2.66
1001 - 1500	3.25	2.80	2.72	2.79
Over 1500	4.00	2.50	2.38	2.50
All enrollments.....	2.89	2.82	2.58	2.77
Number of schools responding..........	94	104	89	287
Analysis of variance significance[c].......	no	no	no	no

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[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b] Enrollment is expressed as the number of students and is based on the self-report of the responding schools.

[c] For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.

TABLE 16.6

MEAN DEGREE OF INTEREST IN DEVELOPMENT OF ACTIVITIES DEVOTED TO IN-SERVICE ON STUDENTS' SOCIAL DEVELOPMENT, BY SCHOOL LEVEL AND NATURE OF REGION[a]

	School level			
Nature of region[b]	Elementary	Middle or junior high	Senior high	All levels
Urban	2.93	3.22	2.73	3.02
Suburban	2.81	2.63	2.61	2.68
Rural	2.95	2.85	2.55	2.79
Combination	2.75	2.40	2.33	2.47
All regions.........	2.89	2.81	2.60	2.77
Number of schools responding..........	94	106	89	289
Analysis of variance significance[c].......	no	yes	no	no

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[a] The mean degree of interest was calculated using the following scale values:

Very interested = 4
Interested = 3
Somewhat interested = 2
Not interested = 1

[b] The nature of the region is based on the self-report of the responding schools. "Combination" comprises schools which reported themselves as belonging to more than one type of region.

[c] For an explanation of analysis of variance, see "Other Analyses" in the Procedures section of this report.